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ABSTRACT

This statistical and descriptive report of foreign language (FL) study in Illinois public schools shows considerable continuity in the scope, content, and enrollment patterns of FL programs with respect to earlier surveys. While nearly all high schools offer FL courses, enrollments tend to be higher in suburban schools and in schools with high populations. FL courses are overwhelmingly elective in nature and rank seventh among elective fields in terms of attracting enrollment. Most FL courses are one year in length and most students tend to remain enrolled for only two years. Only 44% of junior high schools offer FL courses. Spanish has the highest first year enrollments but its successive year enrollments are the lowest of the four commonly taught languages. Preference for succeeding year courses was highest for German followed by French, Latin and Spanish. Female FL enrollment was 47% greater than male enrollment, and females tended to continue foreign language study longer than males. In the context of recent developments in the field of FL education, the data seem to encourage an optimistic outlook for long-range planning. (Author/JB)

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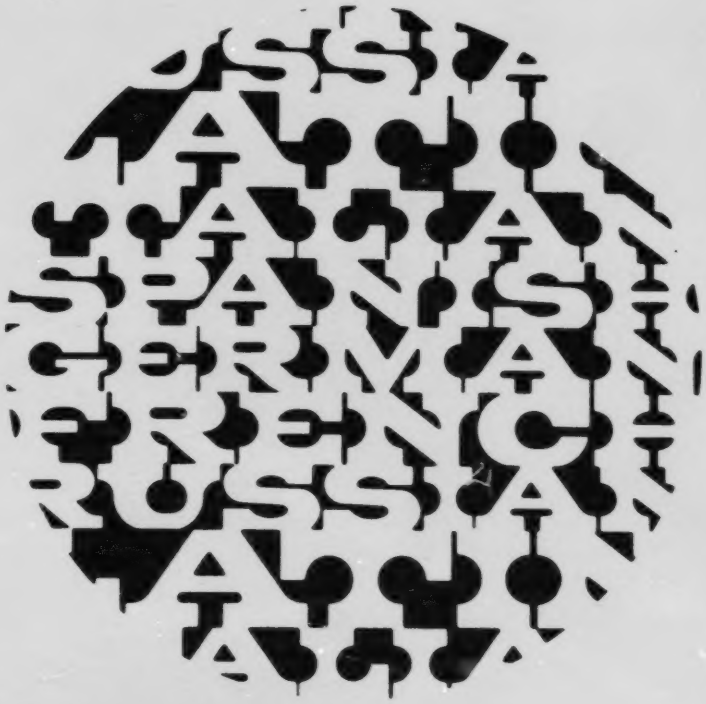

Special Report on FOREIGN LANGUAGES

FL011980

SPECIAL REPORT ON FOREIGN LANGUAGES

June, 1979

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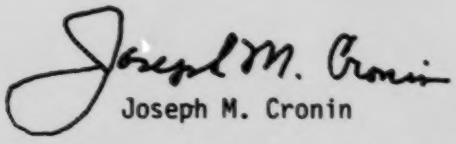
FOREWORD

In 1977 the Illinois State Board of Education in cooperation with the Illinois Association for Supervision and Curriculum Development conducted a Census of Secondary School Course Offerings, Enrollments, and Cocurricular Activities. This was the first such statewide census of basic curriculum data in Illinois. The Census was designed to produce normative data relative to offerings and enrollments in Illinois public secondary schools and to establish a source of data on secondary school curriculum at the peak of public high school enrollment.

The Census project was conducted and the general report was written by Dr. William L. Humm, Research Scientist, Research and Statistics Section, Illinois State Board of Education. This special report on foreign languages was written by Dr. JoAnn McCarthy, Professor of Education, Illinois State University-Normal and edited by Dr. Humm. It is based on statistics from the Census project.

Observations and conclusions in this report are those of the writer and do not necessarily represent policies or views of the Illinois State Board of Education or the State Superintendent of Education.



Joseph M. Cronin

State Superintendent of Education

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Appendix A: Census of High School Foreign Language Offerings by Community Type

1. Central City
2. Suburban
3. Independent City
4. Rural

Appendix B: Census of Junior High School Foreign Language Offerings by Community Type

1. Central City
2. Suburban
3. Independent City
4. Rural

Appendix C: Census of High School Foreign Language Offerings by Enrollment

1. Less than 200
2. 200-499
3. 500-999
4. 1000-1699
5. 1700-2599
6. 2600 and above

Appendix D: Census of Junior High School Foreign Language Offerings by Enrollment

1. Less than 200
2. 200-499
3. 500-999
4. 1000 and Above

Writer's Note

Sections I and II, "The Impetus -- The Action" and the "The Census Project," as well as portions of the findings included in Section III of this report were extracted from the Illinois Census of Secondary School Course Offerings and Enrollments, 1976-77: General Report by Dr. William L. Humm of the Research and Statistics Section, Illinois State Board of Education.

Highlights Summary

Foreign language study in Illinois secondary schools appears to be fairly traditional in its scope, content and enrollment patterns according to data provided by the Illinois Census of Secondary School Course Offerings and Enrollment, 1976-77. Major findings of the survey include the following:

1. While nearly all high schools offer courses in foreign languages, enrollments tend to be higher in suburban schools and in schools with enrollments of 1,000 or over.

2. Foreign language courses are overwhelmingly elective in nature and, as a subject area, foreign languages rank seventh among elective fields in terms of attracting enrollment.

3. Most foreign language courses are one year in length and most students tend to remain enrolled for only two years.

4. Only 44 percent of the state's junior high schools offer any courses in foreign language.

5. Spanish had the highest first year enrollments but its successive year enrollments were the lowest of the four most commonly offered languages. Preference for succeeding year courses was highest for German followed by French, Latin and Spanish.

6. While female foreign language enrollment in high schools was 47 percent greater than male enrollment (28 percent higher on the junior high level), the ratio of females to males decreased with increasing high school size, but increased with increasing junior high school size. Females also tended to continue foreign language study longer than males.

In light of declining school enrollments and shrinking financial resources, it would appear that an elective field with marginal enrollments (such as foreign languages) might be in danger of being severely constrained or eliminated entirely from the curriculum. However, the positive influence of national and state level commissions on foreign language and international studies may counteract these threatening forces. The data included in the census provides valuable information for those involved in long-range planning, and for the first time in years, proponents of foreign language study have reason for optimism about the future.

I. THE IMPETUS -- THE ACTION

The Census of Course Offerings, Enrollments and Curricular Activities was a cooperative project of the Illinois Association for Supervision and Curriculum Development (IASCD) and the Illinois State Board of Education (ISBE). The project was designed to collect basic curriculum data, including course offerings, course enrollment by sex, grade level and length of courses, units of credit awarded, required/elective status of courses, cocurricular activities sponsored, and student participation in these activities by sex from public junior high schools and high schools in Illinois.

Several factors provided the impetus for the initiation of the 1976-77 School Year Census. These factors included, but were not limited to, the following:

1. Lack of data for planning at the state level; for assistance to local school planners; for research, planning, and developmental needs of state institutions of higher education, education groups, and professional-general or subject-area-oriented organizations. The state education agency, while amassing substantial cross-sectional and historical data in areas such as school finance (revenues, expenditures, referenda), school personnel (demographics, supply and demand, certification, ...), facilities (buildings), and the population of children eligible and participating in various funded programs, had (with the exception of some vocational programs) virtually no systematically collected data concerning programs, courses offered, course enrollments, and student participation in cocurricular activities in the schools of the state.

2. Need for baseline data for future assessment of the influence of Title IX and the Illinois Public Law 79-597, a statute mandating equal access to school programs and activities for all students. The Census project was intended to provide basic data on enrollments in courses and participation in cocurricular activities by sex for the purpose of determining the status of these basic indicators of student election/selection of courses and activities in the public secondary schools of the state.

3. The certainty of declining secondary school enrollments commencing in 1977-78 and continuing until 1990-91. Projections indicate that Illinois public school enrollment will decrease by 205,000 (28 percent) during this 13-year span, with the sharpest annual declines occurring from 1979-80 though 1982-83. Basic data which documents the condition of Illinois public secondary school curriculum prior to the enrollment declines will enable planners at state and local levels to have at least some perspective as they attempt to assess the impact of enrollment declines and their subsequent implications for secondary school programs. One could speculate that maintenance of programs rather than expansion may be a serious concern for educators in the state during the 1980's.

4. The likelihood in the foreseeable future of increasing constraints on state support for schools. Enrollment declines generally coincide with a relative decrease in state aid to local school districts. This, in turn, is expected to result in reallocation of resources at the local level which may alter educational programs substantially. Basic statewide curriculum data collected prior to this period of constraints may provide a useful source of perspective for local and state planners and decision makers.

As a result of the recognition of these factors and others, the Research and Statistics Section of the Illinois State Board of Education, together with the Research Committee of IASCD, in 1976 initiated a mutual effort to develop the plans for and the means by which a census of basic curriculum data could be conducted in the public secondary schools of Illinois. Significant and substantial support for the concept as well as the conduct of this project was also forthcoming from other influential education-interest organizations during the development of the project. These groups included the Illinois Association of School Administrators, the Illinois Association of School Boards, the Illinois Curriculum Council, and the Illinois Principals Association. The support and assistance of these organizations, the Illinois Regional Superintendents, and local school district administrators proved to be paramount to the success of this first Census of Secondary School Course Offerings, Enrollments, and Cocurricular Activities. It should be noted here that, when the Census survey was conducted, local school administrators and staff often made special efforts to provide what in some cases represented a large quantity of data in as accurate and complete a manner as possible. Because of the conscientious work of these local school personnel, the validity, and thus the utility of the data collected, was enhanced appreciably.

II. THE CENSUS PROJECT

The sections which follow describe the objectives of the Census project and the data collection process utilized.

The primary objectives of the Census were:

1. To collect and analyze basic data about programs of studies and cocurricular activities in the secondary schools of Illinois for the purpose of contributing to state agency, state-level organization, and local school knowledge in these areas, and

2. To develop a state agency maintained curriculum data base which, through improved information and reporting capabilities, facilitates use of basic comparative data by local school curriculum personnel.

Among the major questions which the study was designed to answer were:

1. How do secondary school course offerings and cocurricular activities relate to school size, geographic location, and community type?

2. What are the enrollments in secondary school courses by subject area and program area?

3. How many course offerings are available to students in secondary schools?

4. What specific courses are most frequently required for high school graduation?

5. What elective courses have the greatest enrollments, and what is the pattern of enrollment by females and males in elective courses?

6. What cocurricular activities are sponsored by secondary schools, and what is the pattern of participation by females and males in these activities?

These questions represent several basic areas of inquiry addressed by the Census project. The general report concerns only the course offerings and enrollments reported in Illinois junior high schools and high schools.

To obtain the desired data from the public secondary schools in Illinois, a survey form consisting of four parts was designed. These four parts were entitled (1) School Data, 1976-77; (2) Enrollment of Pupils by Course, Grades 7-12, 1976-77; (3) Alternative Learning Programs and Changes in Curriculum; and, (4) Participation of Pupils in Cocurricular Activities, Grades 7-12, 1976-77. The second and fourth parts of the survey form constituted the major portion of the form. The survey form was pretested in selected Illinois secondary schools during September, 1976. From this pretesting, from the results of critiques by reviewers and interviews with school personnel, IOE Research and Statistics staff in consultation with

IASCD Research Committee members revised the data collection instrument and data collection procedures as needed (a copy of the production version of the survey form is included in Appendix A of the Technical Report).

Prior to mailing of the Census survey forms, each regional superintendent was requested to indicate a preference for routing of the survey forms to the schools and for their return to the Illinois State Board of Education Research and Statistics Section. Most regional superintendents preferred the survey forms for the schools in the districts in their regions be sent through their offices. Mailing of the survey forms, packaged by district, was conducted according to the regional superintendents' indicated preferences in mid-March 1977.

The population included in the Census Survey consisted of schools coded as high schools or junior high schools on the Illinois State Board of Education Region-County-District-School File, with three basic exceptions. First, area vocational centers were included in the data collection regardless of their code designation on the Region-County-District-School File. Second, some junior high schools not so coded on the Region-County-District-School File, usually because they were located in a building containing grades below grade 7, were included. These latter schools were included in most cases by request of the local administrator on the basis that a separately organized junior high level program existed in the school facility. Third, schools in the City of Chicago identified as upper grade centers were not included regardless of their code designation on the Region-County-District-School File; high schools, however, were included.

The findings outlined were derived from data reported by 704 Illinois public high schools and 459 public junior high schools in 1977. The findings reflect 95.4% of the high schools and 97% of the junior high schools in the Census project population. High schools were most often either rural with less than 500 students or urban with 1000 or more students (75% of all high schools could be classified in one of these two categoried); junior high schools could best be described as largely urban schools of 200-999 enrollment. Three-quarters of all high schools were 4-year schools; a little under one-sixth were 6-year junior-senior high schools. Seven out of eight junior high schools were 2-year schools.

III. FINDINGS OF THE SPECIAL REPORT ON FOREIGN LANGUAGES

The emphasis of this report is on the foreign language offerings and enrollments in Illinois public high schools and junior high schools during the 1976-77 academic year. Basic enrollment data are provided for the high school level in Table 1 and the junior high schools in Table 2.

The first line of information in Table 1 shows that 666 high schools (95 percent of 704 schools) reported offering one or more foreign language courses, and that 654,521 students (98 percent of the enrollment of high schools in the Census) were in schools offering at least one foreign language course. The first line also indicates that the total course enrollment in all foreign language courses statewide was 149,022 or about 22 percent of the enrollment of the 704 high schools in the Census. This total foreign language enrollment also represented about 23 percent of the enrollment of the 666 schools which offered foreign languages. The second and succeeding lines of information for foreign languages present course statistics of an analogous type. For example, French-first year, typically a ninth grade course, was reported to be offered by 411 high schools (58 percent), and 80 percent of the high school enrollment statewide, or 537,683 students, were in schools which offered the course. The enrollment in French-first year was 15,288, about 2 percent of the high school enrollment statewide, and about 3 percent of the enrollment of the schools offering the course.

A measure of the relative level of advanced enrollment to beginning enrollment is indicated by the decreasing enrollments in second, third, and fourth-year French. The data show that fourth-year enrollment was less than one-fifth the first year enrollment. Similarly, the statistics from Table 1 show the extent to which advanced courses in French were offered by schools (i.e., 58 percent offered first-year French, while 28 percent offered fourth-year French) and the extent to which students statewide had an opportunity to take French courses (i.e., 80 percent were in schools offering first-year French; 54 percent were in schools offering fourth-year French).

When viewed across the different foreign languages, the data for first-year courses show characteristics such as which courses were most commonly offered, most commonly taken, and the relative availability statewide. To illustrate this last characteristic, it is sufficient to note that: first-year Spanish was offered in 521 high schools having 90 percent of the statewide enrollment (90 percent of the students); first-year French in 411 schools with 80 percent of the statewide enrollment; first-year German in 252 schools with 63 percent of the statewide enrollment; and first-year Latin in 126 schools with 33 percent of the statewide enrollment. In summary, Spanish as a first-year language was available to about 12 percent more Illinois high school students than was French, to 43 percent more students than German, and to 176 percent more students than Latin.

The corresponding data for junior high schools in Table 2 show that 200 of the state's 459 junior high schools offered at least one foreign language course. These 200 schools enrolled 115,501 students or approximately 56

TABLE 1
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77

COURSE TITLE	HIGH SCHOOLS OFFERING COURSE		ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT		
	TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLLMENT
FOREIGN LANGUAGES	666	94.60	654,521	97.71	149,022	22.25	22.77
Latin - 1st Year	126	17.89	217,887	32.53	2,746	0.41	1.26
Latin - 2nd Year	130	18.46	228,778	34.15	2,161	0.32	0.94
Latin - 3rd Year	67	9.51	133,143	19.88	621	0.09	0.47
Latin - 4th Year	50	7.10	99,800	14.90	253	0.04	0.25
Latin, Independent Study/Other	4	0.56	11,103	1.66	25	0.00	0.23
Etymology	3	0.42	6,759	1.01	125	0.02	1.85
Czech - 1st Year	2	0.28	6,586	0.98	24	0.00	0.36
Czech - 2nd Year	2	0.28	6,586	0.98	22	0.00	0.33
Czech - 3rd Year	1	0.14	3,583	0.53	1	0.00	0.03
English as 2nd Lang. - Grade 8	1	0.14	3,583	0.53	6	0.00	0.17
English as 2nd Lang. - 1st Year	71	10.08	145,614	21.74	1,585	0.24	1.09
English as 2nd Lang. - 2nd Year	47	6.67	92,099	13.75	862	0.13	0.94
English as 2nd Lang. - 3rd Year	24	3.40	44,429	6.63	216	0.03	0.49
English as 2nd Lang. - 4th Year	11	1.56	17,858	2.67	80	0.01	0.45
French - Grade 7	3	0.42	1,052	0.16	67	0.01	6.37
French - Grade 8	5	0.71	4,136	0.62	103	0.02	2.49
French - 1st Year	411	58.38	537,683	80.27	15,288	2.28	2.84
French - 2nd Year	391	55.53	529,048	78.98	12,208	1.82	2.31
French - 3rd Year	273	38.77	452,375	67.53	5,349	0.80	1.18
French - 4th Year	199	28.26	364,218	54.37	2,638	0.39	0.72
French - 5th Year	32	4.54	71,098	10.61	297	0.04	0.42
French, Advanced/Other	24	3.40	51,468	7.68	488	0.07	0.95
German - Grade 7	1	0.14	3,923	0.59	44	0.01	1.12
German - Grade 8	1	0.14	3,923	0.59	42	0.01	1.07
German - 1st Year	252	35.79	422,115	63.01	8,874	1.32	2.10
German - 2nd Year	245	34.80	419,941	62.69	7,154	1.07	1.70
German - 3rd Year	181	25.71	350,363	52.30	2,610	0.39	0.74
German - 4th Year	148	21.02	291,708	43.55	1,299	0.19	0.45
German - 5th Year	8	1.13	18,171	2.71	44	0.01	0.24
German, Adv. Placement/Other	19	2.69	41,087	6.13	356	0.05	0.87
Greek, Modern/Classical - 1st Year	1	0,14	1,784	0.27	28	0.00	1.57
Greek, Modern/Classical - 2nd Year	2	0.28	5,310	0.79	23	0.00	0.43

TABLE 1 (CONT'D)
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77 (CONT'D)

COURSE TITLE	HIGH SCHOOLS OFFERING COURSE		ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT		
	TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLLMENT
Hebrew, Modern/Classic - 1st Year	5	0.71	13,325	1.99	128	0.02	0.96
Hebrew, Modern/Classic - 2nd Year	5	0.71	13,325	1.99	110	0.02	0.83
Hebrew, Modern/Classic - 3rd Year	5	0.71	14,387	2.15	71	0.01	0.49
Hebrew, Modern/Classic - 4th Year	5	0.71	14,387	2.15	29	0.00	0.20
Italian - 1st Year	17	2.41	47,079	7.03	817	0.12	1.74
Italian - 2nd Year	14	1.98	37,425	5.59	445	0.07	1.19
Italian - 3rd Year	8	1.13	24,462	3.65	118	0.02	0.48
Italian - 4th Year	5	0.71	12,356	1.84	36	0.01	0.29
Italian Language & Culture	1	0.14	4,001	0.60	19	0.00	0.47
Polish - 1st Year	2	0.28	8,822	1.32	83	0.01	0.94
Polish - 2nd Year	3	0.42	10,650	1.59	60	0.01	0.56
Polish - 3rd Year	2	0.28	8,822	1.32	22	0.00	0.25
Polish - 4th Year	1	0.14	3,953	0.59	1	0.00	0.03
Russian - 1st Year	18	2.55	47,377	7.07	283	0.04	0.60
Russian - 2nd Year	19	2.69	50,160	7.49	207	0.03	0.41
Russian - 3rd Year	15	2.13	38,448	5.74	115	0.02	0.30
Russian - 4th Year	12	1.70	29,640	4.42	85	0.01	0.29
Spanish - Grade 7	3	0.42	1,471	0.22	143	0.02	9.72
Spanish - Grade 8	7	0.99	5,282	0.79	221	0.03	4.18
Spanish - 1st Year	521	74.00	602,979	90.01	40,681	6.07	6.75
Spanish - 2nd Year	483	68.60	595,174	88.85	25,899	3.87	4.35
Spanish - 3rd Year	342	48.57	496,907	74.18	7,150	1.07	1.44
Spanish - 4th Year	218	30.96	376,497	56.20	2,644	0.39	0.70
Spanish - 5th Year	27	3.83	56,902	8.49	177	0.03	0.31
Spanish, Advanced/Other	61	8.66	114,844	17.14	2,807	0.42	2.44
General Foreign Language/Other	8	1.13	22,858	3.41	415	0.06	1.82
Exploratory Course, Languages	9	1.27	13,946	2.08	616	0.09	4.42
Ukranian - 1st Year	1	0.14	3,092	0.46	1	0.00	0.03

TABLE 2
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77

COURSE TITLE	JR. HIGH SCHOOLS OFFERING COURSE		ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT		
	TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLLMENT
FOREIGN LANGUAGES	200	43.57	115,501	55.74	39,779	19.20	34.44
Latin - Grade 7	5	1.08	2,815	1.36	121	0.06	4.30
Latin - Grade 8	7	1.52	4,296	2.07	139	0.07	3.24
Latin - 1st Year	17	3.70	13,627	6.58	272	0.13	2.00
Latin - 2nd Year	1	0.21	1,047	0.51	3	0.00	0.29
English as 2nd Language - Grade 7	16	3.48	10,443	5.04	253	0.12	2.42
English as 2nd Language - Grade 8	15	3.26	10,162	4.90	178	0.09	1.75
English as 2nd Language - 1st Year	5	1.08	4,501	2.17	30	0.01	0.67
French - Grade 7	69	15.03	38,406	18.53	4,475	2.16	11.65
French - Grade 8	91	19.82	50,621	24.43	5,144	2.48	10.16
French - 1st Year	35	7.62	27,195	13.12	884	0.43	3.25
French - 2nd Year	11	2.39	8,757	4.23	248	0.12	2.83
French, Advanced/Other	2	0.43	1,447	0.70	66	0.03	4.56
German - Grade 7	18	3.92	10,420	5.03	1,096	0.53	10.52
German - Grade 8	23	5.01	14,332	6.92	1,121	0.54	7.82
German - 1st Year	28	6.10	21,780	10.51	636	0.31	2.92
German - 2nd Year	4	0.87	3,426	1.65	99	0.05	2.89
Russian - 1st Year	1	0.21	646	0.31	13	0.01	2.01
Spanish - Grade 7	106	23.09	59,543	28.73	9,866	4.76	16.57
Spanish - Grade 8	116	25.27	65,373	31.55	8,512	4.11	13.02
Spanish - 1st Year	46	10.02	35,973	17.36	2,589	1.25	7.02
Spanish - 2nd Year	12	2.61	8,652	4.18	533	0.26	6.16
Spanish, Advanced/Other	3	0.65	1,727	0.83	184	0.09	10.65
General Foreign Language/Other	3	0.65	2,759	1.33	559	0.27	20.26
Exploratory Course, Languages	11	2.39	6,308	3.04	2,758	1.33	43.72

percent of the total state junior high school enrollment. Foreign language course enrollment on this level was 39,779 or 19 percent of the total state enrollment. Viewed another way, the data indicate that 44 percent of the junior high school students in the state are enrolled in schools that offer no courses in foreign language.

These data on foreign languages provide a useful perspective on course offerings and enrollments statewide. The reader who is interested in comparative data for schools within specific school size categories or community types should refer to Tables A1 through D4 in the Appendices.

Since the data included in Tables 1 and 2 and their companion tables are displayed by course title, they provide a basis for assessing the types of courses offered in different language areas, for estimating the extent of offerings and enrollments in beginning, intermediate, or advanced courses, and for assessing the relative balance of offerings and enrollments within program areas. The course data may be aggregated to produce additional statistics, but caution should be used in combining these statistics. In general, course enrollments may be added to obtain a total of any specified subgrouping of courses, however, all other statistics in Tables 1 and 2 and their companion tables are not additive.

Typical Programs of Study by School Size

Increasing size of the school does not always result in a corresponding increase in the number of foreign language courses offered. In fact, there appears to be a "threshold effect" in the high schools beginning with the 1000-1699 enrollment category (Table 3). In other words, there was no significant increase in foreign language enrollment by school size until enrollments approached the 1000-1699 category, where the corresponding course offerings more than doubled those of the previous category.

Table 3: Number of Course Offerings in Foreign Languages by Enrollment in Illinois Public High Schools, 1976-77.

School Enrollment	Low	Hi	25%ile	Median	75%ile
<200	0	6	1	2	2
200-499	0	16	2	3	4
500-999	0	19	4	5	7
1000-1699	0	23	8	11	14
1700-2599	0	30	10	13	16
2600 or>	2	30	13	15	19
All	0	30	2	4	17

Table 4: Number of Course Offerings in Foreign Languages in Illinois Public Junior High Schools, 1976-77.

School Enrollment	Low	Hi	25%ile	Median	75%ile
< 200	0	4	0	0	0
200-499	0	9	0	0	2
500-999	0	14	0	2	4
1000 or>	0	12	1	3	4
All	0	14	0	0	2

If the median is accepted as a measure of what is "typical", then the typical number of course offerings by subject area in high schools of differing sizes varies from two courses in the smaller high schools to fifteen courses in schools of 2600 or more students. Since nearly three-quarters of the public high school students in Illinois attend institutions with 1000 or more enrollment, one can conclude that these students have the opportunity to participate in foreign language programs which allow for some choice of language and successive years of study in the chosen language.

In the junior high schools, only those with enrollments over 500 were likely to offer any language courses at all, and these institutions offered very limited programs of only two or three courses.

Since 75% of the high schools (526) were four-year schools and 16% (110) were junior-senior high schools (grades 7-12), the data compiled for number of course offerings by subject area were further analyzed by size for each type.

Table 5: Foreign Language Course Offerings by Enrollment for Illinois 4-Year Public High Schools, 1976-77.

Enrollment	Median Number of Foreign Language Courses
500 or less	2 - 3
500 - 999	6
1000 or more	12 - 15

Of the 110 junior-senior high schools, only eight had over 500 enrollment. Thus, 93% of the junior-senior high schools were in the two smallest categories (i.e., enrollment less than 500) and students typically could choose from only one or two language courses.

Table 6: Foreign Language Course Offerings by Enrollment in Illinois Public Junior-Senior High Schools (Grades 7-12), 1976-77.

Enrollment	Typical Number of Foreign Language Courses
200 or less	1
200 - 499	2
Over 500	3

Of those high schools offering foreign languages, the most frequently offered languages were Spanish (74% of the schools), French (58%), German (36%) and Latin (18%). In junior high schools, French and Spanish were the two languages most commonly cited.

Analysis of course offerings by language group and school size further attests to the growth of foreign language programs relative to enrollment (see Appendices C and D). As one might expect, high schools with enrollments less than 200 most frequently offered Spanish and/or French on the first and second year levels, and none offered a language choice outside the traditional Spanish-French-German-Latin groups. Only one school offered fourth year French and seven schools (6% of the small high schools) offered fourth year Spanish.

In the 200-499 enrollment category and the 500-999 category, there appeared to be more depth (i.e., opportunity for successive courses within a language) to course offerings, but no more variety of language choice.

Once again, a "threshold effect" appears in the 1000-1699 category in terms of additional language choices with the inclusion of Hebrew, Italian, and Russian. The 1700-2599 category exhibits still more variety of offerings (adding Greek, Etymology and Polish). Finally, the 48 schools with the largest enrollments (2600 or more) were able to support the broadest and most fully developed foreign language curricula of any category.

Foreign Language Enrollments in Successive Years/Courses

Foreign languages represents an elective subject area in which sequence of courses is a prominent characteristic. Students need to develop a certain relative level of proficiency in beginning courses to successfully accomplish the work of advanced courses. The Census data afford an opportunity to examine successive year/course enrollments in the various foreign languages. These data reflect both student selection of (or preference for) courses as well as the relative availability of courses (i.e., advanced courses -- third or fourth year language -- might not have been offered in some schools). To facilitate the examination of foreign language enrollments, two basic tables were developed (see Tables 7 and 8).

Table 7 includes data for both junior high schools and high schools on enrollments in the first, second, third, and fourth years (or courses) in various foreign languages indexed to the first year enrollments. In other

words, second, third, and fourth year enrollments are expressed as a percent of the first year enrollments where the first year enrollments are always equivalent to 100. Table 8 presents similar statistics for high schools for the four most heavily enrolled languages by school size.

The findings from these analysis tables can be summarized as follows:

1. Among the four most commonly offered foreign languages (Spanish, French, German, and Latin), French has the highest percents of second, third, and fourth year enrollments relative to first year enrollments, or 77, 33, and 16 percent, respectively (Table 7).

2. Spanish, the language having the highest total first year enrollment had the lowest succeeding year percents of enrollment of the four most commonly offered languages. These percents for the second, third, and fourth year courses were 61, 17, and 6 percent respectively (Table 7).

3. Based on comparison of successive year enrollment indices and successive year opportunity indices (school enrollment per language-year indexed to school enrollment in schools offering the first-year course), German was found to have the highest relative selection level, that is the highest successive year ratios of measures of course enrollment to opportunity indices. Stated another way, preference for succeeding year courses was highest for German. Next in rank order of preference for succeeding year courses were French, Latin, and Spanish.

4. Since the analysis summarized above isolated the effect of opportunity, one can conclude that of the four most commonly offered languages, Spanish had the highest first year enrollments, but had the lowest level of preference for continuation in the second and succeeding year courses.

5. The data indicate a general pattern of increasingly higher percents of succeeding year enrollments in Spanish, French, German, and Latin as size of school increased. Second year enrollment in Spanish in the smallest high schools, for example, was 36 percent of the first year enrollment, but in the largest high schools was 65 percent of the first year enrollment (Table 8).

6. French in the largest high schools was found to have the highest percents of succeeding year enrollments with second year -- 98 percent, third year -- 46 percent, and fourth year -- 22 percent (Table 8).

7. German in the smallest high schools was found to have the lowest percents of succeeding year enrollments of the four most common languages.

8. Fourth year Spanish enrollment was less than 10 percent of the first year enrollment regardless of school size (Table 8).

9. Fourth-year enrollment relative to first-year enrollment exceeded 20 percent for only one language -- French -- and only for schools having more than 1,699 students (Table 8).

Table 7: Enrollment in Successive Years/Courses in Foreign Lanaguages Indexed to First Year Enrollment: Illinois Public Junior High Schools and High Schools, 1976-77.

	Year/Course			
Language	First	Second	Third	Fourth
Spanish	100.0	61.1	16.5	6.1
French	100.0	77.0	33.1	16.3
German	100.0	76.3	27.4	13.7
Latin	100.0	71.7	20.6	8.4
Italian	100.0	54.5	14.4	4.4
Russian	100.0	69.9	38.9	28.7
Hebrew	100.0	85.9	55.5	22.7

Table 8: Enrollment in Successive Years/Courses in Foreign Languages Indexed to First Year Enrollment by School Size: Illinois Public High Schools, 1976-77.

		Year/Course			
Language	School Enrollment	First	Second	Third	Fourth
Spanish	< 200	100.0	35.7	8.1	1.8
	200 - 499	100.0	45.2	11.6	2.0
	500 - 999	100.0	57.8	13.9	3.9
	1000 - 1699	100.0	68.4	23.5	9.1
	1700 - 2599	100.0	68.1	18.1	7.2
	2600 or >	100.0	64.6	16.5	6.5
French	< 200	100.0	47.4	5.5	3.6
	200 - 499	100.0	57.5	13.2	3.6
	500 - 999	100.0	68.4	22.9	9.3
	1000 - 1699	100.0	75.8	34.9	18.9
	1700 - 2599	100.0	81.9	39.4	20.1
	2600 or >	100.0	98.2	46.2	22.3

Table 8 (continued)

Language	School Enrollment	Year/Course First	Second	Third	Fourth
German	< 200	100.0	30.6	0.0	0.0
	200 - 599	100.0	73.3	18.5	5.4
	500 - 999	100.0	69.4	19.4	7.8
	1000 - 1699	100.0	80.1	30.5	15.4
	1700 - 2599	100.0	78.3	30.3	14.7
	2600 or >	100.0	91.4	33.9	18.8
Latin	< 200	100.0	50.0	0.0	0.0
	200 - 499	100.0	47.3	4.7	6.0
	500 - 999	100.0	86.4	11.9	3.4
	1000 - 1699	100.0	65.9	18.8	12.7
	1700 - 2599	100.0	89.2	22.9	11.0
	2600 or >	100.0	79.6	34.8	8.8

Relationship of Program to Community Type

Although almost half of the high schools were rural, these schools contained less than 18 percent of the total high school enrollment. Central city and suburban schools (36% of the total number of high schools) accounted for 70 percent of the total high school enrollment. Over two-thirds of the total enrollment in the 704 high schools was in 79 central city and 130 suburban schools of 1000 or more students.

Foreign language enrollments in suburban high schools were more than twice (223%) that in rural high schools; and of the four community types, suburban high schools had the highest foreign language enrollments.

Table 9: Volume of Foreign Language Course Enrollment by Community Type as Indicated by the Index of Year Equivalent Course Enrollments: Illinois Public High Schools, 1976-77*.

	Central City	Suburb	Independent City	Rural
English	100.0	100.0	100.0	100.0
Foreign Languages	20.2	30.6	19.3	13.7

*All Enrollments are indexed to that for the subject area of English (i.e., the year equivalent enrollment in foreign languages for rural high schools is 13.7% of that in English).

More detailed analysis of the data available with regard to community type reveals more diversity of foreign language offerings in suburban and central city school programs (see appendices A and B) than in the rural and independent city schools. Only one rural school offered a language (Russian) outside the four most frequently offered languages, and not one independent city school offered any language choices beyond the traditional Spanish, French, German and Latin.

New or Emerging Courses in Foreign Languages

Based on the course titles supplied by the respondents, there appears to be little evidence of substantive developments vis a vis new courses in foreign languages. Traditionally, foreign language study has been organized around year-long sequential courses known as first year German, second year French, etc. Any innovation as to actual content is largely initiated by individual teachers and often is not reflected in the course title. (i.e., An equal emphasis on the foreign culture and language was reflected in only one course title reported in Italian.) Although, the following course titles do not suggest trends, some schools do offer occasional courses or languages outside the traditional curriculum:

Etymology (3)

General Foreign Language/Other (8)

Exploratory Courses in Foreign Languages (9)

Approximately 2.5% of the of the state's high schools are now offering Russian and, in rare instances, some high schools are offering courses in Czech, Polish and Ukrainian. Schools offering courses in the less commonly taught eastern European languages were located in the suburban and central city areas, and interest in these languages may be attributable to large ethnic populations in the schools.

A growing influx of limited English speaking students in Illinois schools and mandated transitional bilingual education programs have brought about the need for courses in English as a Second Language (ESL), and one out of ten high schools now offers a first year course in ESL.

Effects of Elective Status of Foreign Languages

In nearly all high schools, foreign language courses are elective courses; that is, students are not required to enroll in foreign language courses for completion of graduation requirements.

Table 10: Percent of Illinois Public High Schools Requiring One or More Foreign Language Courses for Graduation, by School Size, 1976-77.

<200	200-499	500-999	1000-1699	1700-2599	2600 or >	All
0.0	2.2*	0.9	1.0	1.0	2.1	1.3

*Somewhat high due to requirements in grades 7 and 8 of some junior-senior high schools in this enrollment range (200-499).

Table 11: Percent of Elective Courses in Foreign Language in Illinois Public High Schools by School Size, 1976-77.

<200	200-499	500-999	1000-1699	1700-2599	2600 or >	All
100.0	99.2	99.5	99.8	99.8	99.6	99.7

In all, 99.5% of the students enrolled in foreign language courses were enrolled in elective courses (148,336 students).

In order to determine the elective courses having the largest enrollments, those subject areas in which course enrollment in elective courses was higher than 80 percent were examined. These subject areas were: agriculture, art, business, FOREIGN LANGUAGES, health occupations, home economics, industrial arts, interdisciplinary studies, junior ROTC, mathematics, music, natural sciences, and personal and public service occupations. From the combined course enrollment in the elective courses within each area, the subject areas were ranked (highest elective enrollment to lowest): (1) mathematics, (2) business, (3) natural sciences, (4) industrial arts, (5) home economics, (6) music, (7) FOREIGN LANGUAGES, (8) art, (9) agriculture, (10) junior ROTC, (11) personal and public service occupations, (12) health occupations, and (13) interdisciplinary studies.

From an analysis of individual course or combination of like-course enrollments, the fifteen courses with highest elective enrollments were (in rank order, highest to lowest): (1) first-year typing, (2) first year biology, (3) first-year general art, (4) band, (5) plane geometry, introductory/ advanced, (6) intermediate algebra, (7) FIRST-YEAR SPANISH, (8) chorus, (9) introduction to business/ business principles, (10) first-year physical science, (11) woodworking, (12) SECOND-YEAR SPANISH, (13) general music, (14) advanced algebra, and (15) first-year general industrial arts.

Although most high schools do not require foreign language courses, some college and university entrance requirements include foreign language preparation on the high school level. This external factor may result in a de facto foreign language requirement for some college bound students and influence elective enrollments to an undetermined extent.

Foreign language courses may also be listed as electives as part of a group requirement in "Arts" or "Humanities" in some schools. Sometimes known as "directed electives", these courses may not be considered required in the strictest sense. In any case, such minor abberrations do not significantly alter the fact the language courses remain overwhelmingly elective in the state of Illinois.

Patterns Relative to Grade Placement and Course Length

The vast majority of foreign language courses in Illinois public high schools were one year in length. Only 2.7% were one semester courses, another 1.1% were offered for one quarter or trimester and none were reported for less than one quarter in duration.

In the junior high schools, there appeared to be a little more variability with regard to course length. While most courses were still full year courses, 8.1% were offered for one semester, 7.2% of the courses were taught in a quarter or trimesteer period, and 0.6% in less than a quarter.

On the high school level, students may generally choose to begin language study at any time and continue as long as their schedules and interest permit. Obviously, in order to take advantage of the more advanced language courses, it is advisable to begin as early as possible since the courses must be taken in a progressive sequence.

In some cases, junior high schools can accelerate a student's progress by offering first and second year language study before the student reaches the high school level. Then, he/she may continue the sequence well into the advanced courses and/or select another language altogether. Other junior high schools may offer languages for grade 7 and/or grade 8, but such courses are not generally equivalent to First Year courses in high schools and students in these programs usually begin with first year courses if they choose to continue foreign language study in high schools.

Actual first and second year language courses are generally more scarce on the junior high level than courses for grade 7 and grade 8 (see Tables 12 and 13).

Table 12: Number of Illinois Public Junior High Schools Offering First and Second Year Language Courses, 1976-77.

Course	Number of Jr. High Schools Offering Course	Number of Students Enrolled	% of State Course Enrollment
First Year - Spanish	46	2,589	1.29
- French	35	884	0.43
- German	28	636	0.31
- Latin	17	272	0.13
Second Year - Spanish	12	533	0.26
- French	11	248	0.12
- German	4	99	0.05
- Latin	1	3	0.00

Table 13: Number of Illinois Public Junior High Schools Offering Courses in Grade 7 and Grade 8, 1976-77.

Course	Number of Jr. High Schools Offering Course	Number of Students Enrolled	% of State Course Enrollment
Grade 7 - Spanish	106	9,866	4.76
- French	69	4,475	2.16
- German	18	1,096	0.53
- Latin	5	121	0.06
Grade 8 - Spanish	116	8,512	4.11
- French	91	5,144	2.48
- German	23	1,121	0.54
- Latin	7	139	0.07

High and Low Volume Courses in Foreign Languages

With regard to actual enrollment in specific courses, the following high school level courses constituted the upper quartile of those offered (ranked highest to lowest): (1) First Year Spanish, (2) Second Year Spanish, (3) First Year French, (4) Second Year French, (5) First Year German, (6) Second Year German, (7) Third Year Spanish, (8) Third Year French, (9) Spanish, Advanced/Other, (10) First Year Latin, (11) Fourth Year Spanish, (12) Fourth Year French, (13) Third Year German, (14) Second Year Latin, and (15) First Year English as a Second Language.

Those courses falling into the lowest quartile in terms of enrollment were (lowest to highest): (1) First Year Ukrainian, (2) Fourth Year Polish, (3) Third Year Czech, (4) 8th Grade English as a Second Language, (5) Italian Language and Culture, (6) Second Year Czech, (7) Third Year Polish, (8) Second Year Greek, (9) First Year Czech, (10) Latin-Independent Study/Other, (11) First Year Greek, (12) Fourth Year Hebrew, (13) Fourth Year Italian, (14) 8th Grade German, and (15) 7th Grade German.

On the junior high school level, high volume courses included (highest to lowest): (1) Spanish - Grade 7, (2) Spanish - Grade 8, (3) French - Grade 8, (4) French - Grade 7, (5) Exploratory Language courses, (6) First Year Spanish, (7) German - Grade 8, and (8) German - Grade 7.

Low volume courses in junior high school foreign language programs included (lowest to highest): (1) Second Year Latin, (2) First Year Russian, (3) First Year English as a Second Language (ESL), (4) Advanced French, (5) Second Year German, (6) Latin - Grade 7, (7) Latin - Grade 8, and (8) ESL - Grade 8.

There are at least two major factors in determining high/low volume courses -- interest and availability. Unfortunately, it is difficult to say which factor is most influential on the basis of the data available. The question remains: Does First Year Spanish enjoy the highest enrollment of any foreign language course because it is the most commonly available course in the state's foreign language curriculum or because students actually prefer Spanish to any other language choice?

Evidence of Remediation/Advanced Instruction

In terms of course titles, there is no evidence of remedial courses in foreign languages, nor were such courses expected. Success in each level of language study is dependent upon mastery of the previous level. Foreign language programs are normally very strictly articulated levels of skill development, and students must successfully complete one level before moving on to the next. Little or no time is required for "remedial" instruction if it is built in to the system from the beginning.

On the other hand, advanced level instruction is very important in a foreign language curriculum, for it is in these courses that the student may truly develop a real proficiency in the foreign languages. First and second year language study courses commonly provide a basic functional vocabulary and

grammatical framework but few claim to develop any high level of written or oral fluency as a result of an average 360 hours (two years) of classroom instruction.

There is a significant drop in enrollment after the second year of study in nearly all languages (see Table 7). This would suggest that the third and successive year courses are commonly seen as advanced in nature, and only those with a keen interest in or need for further instruction would remain enrolled. For the purposes of this report, then, all courses from third year level on up will be deemed "advanced".

Advanced courses are most likely to be offered in schools with enrollments over 1,000 and most commonly occur in Spanish, French and German programs. Advanced Latin courses were offered in less than 10 percent of the state's high schools, and advanced ESL courses were offered in only 2.3 percent of the high schools. Few courses beyond the fourth year level were offered in any language, with Spanish offering the most of any language (88 course titles reported) followed by French (56 courses), German (27 courses) and Latin (4 courses).

Of the less frequently offered languages, all but Ukrainian and Greek usually reported some advanced (third and fourth year) courses. For example, most schools offering Russian appear to maintain their programs through the third year level, and two-thirds continue to offer a fourth year. Approximately half of the schools offering First and Second Year Italian continue to offer third year courses, and one-third maintain a Fourth Year program. Of the five schools offering Hebrew, all maintained a four year program of study.

As one might expect, the state's junior high schools offered almost no advanced instruction. In fact, only five advanced courses (three in Spanish, two in French) were reported from the 200 junior high schools offering foreign language instruction (see Table 2).

Patterns of Foreign Language Enrollment for Males and Females

To enhance the utility of the Census data and to provide a base of data relative to access to or selection of courses and programs by males and females in Illinois secondary schools, schools were asked to report course enrollments by sex. The statistics in Tables 14 through 17 provide a measure of the relative female to male course enrollment in each subject area expressed as female course enrollment per 100 males enrolled.

Table 14: Female Course Enrollment per 100 Males Enrolled in Foreign Languages by School Size for Illinois Public High Schools, 1976-77*

<200	200-499	500-999	1000-1699	1700-2599	2600 or >	All
212	181	168	145	144	137	147

*Adjusted for relative ratio of females to males in total enrollment of schools represented.

Table 15: Female Course Enrollment per 100 Males Enrolled in Foreign Languages by Community Type for Illinois Public High Schools, 1976-77*.

Central City	Suburb	Independent City	Rural	All
130	145	167	183	147

*Adjusted for relative ratio of females to males in total enrollment of schools represented.

An analysis of Tables 14 and 15 suggests the following findings with regard to foreign language enrollments:

1. The ratio of females to males decreased with increasing school size, but even at their lowest relative ratios in the largest schools, females outnumbered males by almost 40 percent.

2. The ratio of females to males tended to be lower in urban schools than in rural schools.

3. Female enrollment was 47 percent greater overall than male enrollment.

With one notable exception, Tables 16 and 17 reflect similar findings in foreign language enrollment in the junior high schools.

Table 16: Female Course Enrollment per 100 Males Enrolled in Foreign Languages by School Size for Illinois Public Junior High Schools, 1976-77*.

<200	200-499	500-999	1000 or>	All
106	123	129	142	128

*Adjusted for relative ratio of females to males in total enrollment of schools represented.

Table 17: Female Course Enrollment per 100 Males Enrolled in Foreign Languages by Community Type for Illinois Public Junior High Schools, 1976-77*.

Central City	Suburb	Independent City	Rural	All
113	128	167	138	128

*Adjusted for relative ratio of females to males in total enrollment of schools represented.

The findings for the foreign language enrollment in the junior high schools in Illinois indicate:

1. The ratio of females to males increased with increasing school size (the only subject area where this happened).

2. The ratio of female to male enrollment tended to be lower in urban schools.

3. Female enrollment was 28 percent greater than male enrollment overall.

The finding that the ratio of female to male course enrollment in some subject areas varied for different size schools or for schools of different community types is quite likely related to a number of factors including: (1) differences in type and range of courses offered within subject areas by different size schools or for schools of different community types, (2) differences in school counseling relative to course or program selection, (3) differences and/or limitations of school requirements, and (4) availability of courses within the school's schedules. In general, the findings show stronger, sharper differences in the relative enrollments of females and males in certain subject areas in high schools that in junior high schools. This could be reflective of the fact that more elective courses are available to high school students than to junior high school students.

Comparisons of female and male course enrollment by subject area produce useful summary data which indicate basic enrollment patterns in the secondary schools. To make available more detailed data which help identify enrollment patterns by females and males in courses within subject areas, two additional statewide tables, Tables 18 and 19, have been developed. These tables may be used to examine relative enrollments by sex in beginning or advanced courses, to compare these enrollments within and between courses in different subject areas, and to assess relative retention or attrition rates in sequential courses by sex. Both Tables 18 and 19 follow the same format and represent a breakdown by sex of the school and course enrollment data presented in Tables 1 and 2, respectively. An example from Table 18 may serve to illustrate the data.

As in Tables 1 and 2, the first line of data in each subject area in Tables 18 and 19 represent statistics for the subject area. The second and succeeding lines within a subject area represent statistics for courses

TABLE 18
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77
HIGH SCHOOLS

COURSE TITLE	ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT BY SEX					
	STATE MALE ENROL.	STATE FEMALE ENROL.	TOTAL MALES IN COURSE ENROLLMENT	TOTAL FEMALES IN COURSE ENROLLMENT	% OF STATE MALE ENROLLMENT	% OF STATE FEMALE ENROLLMENT	% OF SCHS OFFERING CRS MALE ENROLLMENT	% OF SCHS OFFERING CRS FEMALE ENROLLMENT
FOREIGN LANGUAGES	332,604	321,917	61,357	87,665	18.05	26.56	18.45	27.23
Latin - 1st Year	111,044	106,843	1,277	1,469	0.38	0.45	1.15	1.37
Latin - 2nd Year	116,346	112,432	1,014	1,147	0.30	0.35	0.87	1.02
Latin - 3rd Year	67,479	65,664	320	301	0.09	0.09	0.47	0.46
Latin - 4th Year	50,330	49,470	134	119	0.04	0.04	0.27	0.24
Latin, Independent Study/Other	5,665	5,438	10	15	0.00	0.00	0.18	0.28
Etymology	3,440	3,319	38	87	0.01	0.03	1.10	2.62
Czech - 1st Year	3,321	3,265	9	15	0.00	0.00	0.27	0.46
Czech - 2nd Year	3,321	3,265	8	14	0.00	0.00	0.24	0.43
Czech - 3rd Year	1,836	1,747	0	1	0.00	0.00	0.00	0.06
English as 2nd Language - Grade 8	1,836	1,747	3	3	0.00	0.00	0.16	0.17
English as 2nd Language - 1st Year	73,896	71,718	817	768	0.24	0.23	1.11	1.07
English as 2nd Language - 2nd Year	46,483	45,616	419	443	0.12	0.13	0.90	0.97
English as 2nd Language - 3rd Year	22,513	21,916	114	102	0.03	0.03	0.51	0.47
English as 2nd Language - 4th Year	9,131	8,727	44	36	0.01	0.01	0.48	0.41
French - Grade 7	548	504	15	52	0.00	0.02	2.74	10.32
French - Grade 8	2,154	1,982	39	64	0.01	0.02	1.81	3.23
French - 1st Year	272,829	264,854	5,751	9,537	1.69	2.89	2.11	3.60
French - 2nd Year	268,213	260,835	4,192	8,016	1.23	2.43	1.56	3.07
French - 3rd Year	229,314	223,061	1,586	3,763	0.47	1.14	0.69	1.69
French - 4th Year	183,735	180,483	694	1,944	0.20	0.59	0.38	1.08
French - 5th Year	36,015	35,083	90	207	0.03	0.06	0.25	0.59
French, Advanced/Other	26,112	25,356	154	334	0.05	0.10	0.59	1.32
German - Grade 7	1,990	1,933	26	18	0.01	0.01	1.31	0.93
German - Grade 8	1,990	1,933	22	20	0.01	0.01	1.11	1.03
German - 1st Year	214,044	208,071	4,753	4,121	1.40	1.25	2.22	1.98
German - 2nd Year	212,945	206,996	3,782	3,372	1.11	1.02	1.78	1.63
German - 3rd Year	178,024	172,339	1,233	1,377	0.36	0.42	0.69	0.80
German - 4th Year	147,405	144,303	634	665	0.19	0.20	0.43	0.46
German - 5th Year	9,086	9,085	21	23	0.01	0.01	0.23	0.25
German, Adv Placement/Other	21,015	20,072	182	174	0.05	0.05	0.87	0.87

TABLE 18 (CONT'D)
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77 (CONT'D)
HIGH SCHOOLS

COURSE TITLE	ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT BY SEX					
	STATE MALE ENROL.	STATE FEMALE ENROL.	TOTAL MALES IN COURSE ENROLLMENT	TOTAL FEMALES IN COURSE ENROLLMENT	% OF STATE MALE ENROLLMENT	% OF STATE FEMALE ENROLLMENT	% OF SCHS OFFERING CRS MALE ENROLLMENT	% OF SCHS OFFERING CRS FEMALE ENROLLMENT
Greek, Modern/Classical - 1st Year	815	969	15	13	0.00	0.00	1.84	1.34
Greek, Modern/Classical - 2nd Year	2,659	2,651	9	14	0.00	0.00	0.34	0.53
Hebrew, Modern/Classic - 1st Year	6,764	6,561	62	66	0.02	0.02	0.92	1.01
Hebrew, Modern/Classic - 2nd Year	6,764	6,561	50	60	0.01	0.02	0.74	0.91
Hebrew, Modern/Classic - 3rd Year	7,215	7,172	34	37	0.01	0.01	0.47	0.52
Hebrew, Modern/Classic - 4th Year	7,215	7,172	16	13	0.00	0.00	0.22	0.18
Italian - 1st Year	23,689	23,390	382	435	0.11	0.13	1.61	1.86
Italian - 2nd Year	18,694	18,731	176	269	0.05	0.08	0.94	1.44
Italian - 3rd Year	12,152	12,310	47	71	0.01	0.02	0.39	0.58
Italian - 4th Year	6,112	6,244	17	19	0.01	0.01	0.28	0.30
Italian Language & Culture	1,995	2,006	8	11	0.00	0.00	0.40	0.55
Polish - 1st Year	5,430	3,392	54	29	0.02	0.01	0.99	0.85
Polish - 2nd Year	6,365	4,285	35	25	0.01	0.01	0.55	0.58
Polish - 3rd Year	5,430	3,392	13	9	0.00	0.00	0.24	0.27
Polish - 4th Year	1,933	2,020	0	1	0.00	0.00	0.00	0.05
Russian - 1st Year	24,793	22,584	172	111	0.05	0.03	0.69	0.49
Russian - 2nd Year	26,354	23,806	108	99	0.03	0.03	0.41	0.42
Russian - 3rd Year	20,471	17,977	59	56	0.02	0.02	0.29	0.31
Russian - 4th Year	14,980	14,660	48	37	0.01	0.01	0.32	0.25
Spanish - Grade 7	788	683	69	74	0.02	0.02	8.76	10.83
Spanish - Grade 8	2,776	2,506	108	113	0.03	0.03	3.89	4.51
Spanish - 1st Year	306,203	296,776	16,810	23,871	4.95	7.23	5.49	8.04
Spanish - 2nd Year	301,693	293,481	10,623	15,276	3.13	4.63	3.52	5.21
Spanish - 3rd Year	251,975	244,932	2,495	4,655	0.73	1.41	0.99	1.90
Spanish - 4th Year	190,309	186,188	838	1,806	0.25	0.55	0.44	0.97
Spanish - 5th Year	28,545	28,357	41	136	0.01	0.04	0.14	0.48
Spanish, Advanced/Other	57,807	57,037	1,226	1,581	0.36	0.48	2.12	2.77
General Foreign Language/Other	11,640	11,218	151	264	0.04	0.08	1.30	2.35
Exploratory Course, Languages	7,181	6,765	309	307	0.09	0.09	4.30	4.54
Ukrainian - 1st Year	1,593	1,499	1	0	0.00	0.00	0.06	0.00

TABLE 19
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77
JR. HIGH SCHOOLS

COURSE TITLE	ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT BY SEX					
	STATE MALE ENROL.	STATE FEMALE ENROL.	TOTAL MALES IN COURSE ENROLLMENT	TOTAL FEMALES IN COURSE ENROLLMENT	% OF STATE MALE ENROLLMENT	% OF STATE FEMALE ENROLLMENT	% OF SCHS OFFERING CRS MALE ENROLLMENT	% OF SCHS OFFERING CRS FEMALE ENROLLMENT
FOREIGN LANGUAGES	58,779	56,722	17,806	21,973	16.90	21.57	30.29	38.74
Latin - Grade 7	1,422	1,393	67	54	0.06	0.05	4.71	3.88
Latin - Grade 8	2,181	2,115	69	70	0.07	0.07	3.16	3.31
Latin - 1st Year	6,896	6,731	124	148	0.12	0.15	1.80	2.20
Latin - 2nd Year	537	510	1	2	0.00	0.00	0.19	0.39
English as 2nd Language - Grade 7	5,424	5,019	133	120	0.13	0.12	2.45	2.39
English as 2nd Language - Grade 8	5,262	4,900	69	109	0.07	0.11	1.31	2.22
English as 2nd Language - 1st Year	2,369	2,132	19	11	0.02	0.01	0.80	0.52
French - Grade 7	19,602	18,804	1,947	2,528	1.85	2.48	9.93	13.44
French - Grade 8	25,752	24,869	2,181	2,963	2.07	2.91	8.47	11.91
French - 1st Year	13,775	13,420	355	529	0.34	0.52	2.58	3.94
French - 2nd Year	4,392	4,365	84	164	0.08	0.16	1.91	3.76
French, Advanced/Other	730	717	36	30	0.03	0.03	4.93	4.18
German - Grade 7	5,257	5,163	542	554	0.51	0.54	10.31	10.73
German - Grade 8	7,266	7,066	581	540	0.55	0.53	8.00	7.64
German - 1st Year	11,137	10,643	329	307	0.31	0.30	2.95	2.88
German - 2nd Year	1,731	1,695	56	43	0.05	0.04	3.24	2.54
Russian - 1st Year	320	326	6	7	0.01	0.01	1.88	2.15
Spanish - Grade 7	30,401	29,142	4,525	5,341	4.30	5.24	14.88	18.33
Spanish - Grade 8	33,211	32,162	3,700	4,812	3.51	4.72	11.14	14.96
Spanish - 1st Year	18,302	17,671	1,017	1,572	0.97	1.54	5.56	8.90
Spanish - 2nd Year	4,362	4,290	185	348	0.18	0.34	4.24	8.11
Spanish, Advanced/Other	873	854	94	90	0.09	0.09	10.77	10.54
General Foreign Language/Other	1,408	1,351	293	266	0.28	0.26	20.81	19.69
Exploratory Course, Languages	3,190	3,118	1,393	1,365	1.32	1.34	43.67	43.78

within the subject area. In foreign languages, the first line of data shows that in high schools statewide which offered one or more foreign language courses (from Table 1 -- there were 666 such schools) there was a total school enrollment of 332,604 males and 321,917 females. Continuing that line of data, the "course enrollment by sex" statistics show total male and female enrollments in all courses in foreign languages to be 61,357 and 87,665, respectively. These enrollments represent 18 percent of the state male school enrollment and 27 percent of the female enrollment of these same schools.

The line of data for Latin-first year illustrates the statistics for a specific course within the subject area of foreign languages.

The data for Latin-first year show that high schools which offered this course had male and female school enrollments of 111,044 and 106,843, respectively. Male enrollment in the course was 1,277, and female enrollment was 1,469. These course enrollments represented 0.4 and 0.5 percent, respectively, of the male and female school enrollments statewide. For the schools which offered the course, the male and female course enrollments constituted just over one percent each of the schools' male and female enrollments.

Course selection in foreign languages by males and females in successive years of study are further detailed in Table 20.

Table 20: Male and Female Enrollment in Successive Years/Courses in Foreign Languages Indexed to First Year Enrollment: Illinois Junior High Schools and High Schools, 1976-77.

		Year/Course			
Language	M/F	First	Second	Third	Fourth
Spanish	M	100.0	60.6	14.0	4.7
	F	100.0	61.4	18.3	7.1
French	M	100.0	70.0	26.0	11.4
	F	100.0	81.3	37.4	19.3
German	M	100.0	75.5	24.3	12.5
	F	100.0	77.1	31.1	15.0
Latin	M	100.0	72.4	22.8	9.6
	F	100.0	71.1	18.6	7.4
Italian	M	100.0	46.1	12.3	4.5
	F	100.0	61.8	16.3	4.4
Russian	M	100.0	60.7	33.1	27.0
	F	100.0	83.9	47.5	31.4
Hebrew	M	100.0	80.6	54.8	25.8
	F	100.0	90.9	56.1	19.7

The following trends are indicated from the data in Table 20:

1. Among the four most commonly offered languages, the highest percents of succeeding year (second, third, fourth) enrollments were attributed to females enrolled in French.

2. The general pattern across all languages was that percents of succeeding year enrollments for females were higher than those for males, with one exception -- Latin. For Latin, percents of second, third, and fourth year enrollments for males were marginally to substantially higher than for females.

3. Among the four most commonly offered languages, the highest percents of male succeeding year enrollments were in German.

IV. CONCLUSIONS

On the basis of the data provided by the Census of Secondary School Course Offerings, Enrollments and Cocurricular Activities, 1976-77, the state of foreign language study in Illinois appears to remain relatively traditional in structure and content. Although progress is being made in offering languages earlier (in the junior high curriculum) and at more advanced levels in the high schools, the data still underlines the fact that students commonly begin language study in high school and the majority pursue it for only two years. Most students still must select courses from the traditional language choices of Spanish, French, German, or Latin, and these courses are largely organized in year long segments. Overwhelmingly, schools do not require foreign language study to satisfy graduation requirements, and as electives, foreign language courses attract fewer students than electives in six other fields of study.

Although 98 percent of the high school students in the state were enrolled in a school offering at least one course in a foreign language, enrollments in foreign language courses accounted for only 4 percent of the total year-equivalent course enrollment in the schools offering foreign language study. In the junior high schools, approximately 44 percent of the students were enrolled in schools that did not offer foreign language courses.

Although increasing school size does not consistently result in a corresponding increase in the number of foreign language course offerings, there appears to be a "threshold effect" in the 1,000-1,699 enrollment category. At this point, the typical number of course offerings in high schools doubled in comparison to the previous category and continued thereafter to increase significantly with enrollment. A significant departure from offering only Spanish, French, German and Latin also occurred at the 1,000-1,699 enrollment level, and the variety of course offerings continued to increase in relation to school size.

Of the four most commonly offered languages (Spanish, French, German, and Latin), Spanish had the highest total first year enrollment, but French had the highest percents of second, third, and fourth year enrollments relative to first year enrollment. Spanish had the lowest succeeding year percents of enrollment of the four. German had the highest relative selection level for successive year enrollments (i.e., the highest successive year ratios of measures of course enrollment to opportunity indices). This could indicate that Spanish is experiencing problems in maintaining students' interest and motivation for further study and that German is suffering from a lack of availability in the schools.

Suburban high schools had the highest foreign language enrollments, followed by central city high schools. These schools, enrolling 70 percent of the total high school enrollment, also offered the most diverse and extensive foreign language programs.

Significant differences in course selection by males and females were also detected. In general, foreign language study tends to appeal more to females than males, especially on the high school level. The ratio of females to males in foreign language enrollment was considerably lower in the junior high schools which could support efforts to expand offerings at this level in order to take advantage of the male's increased receptivity. The female to male ratio was also lower in urban schools which may reflect less ethnocentrism in these areas.

Females also tended to continue foreign language study longer than their male counterparts in all languages except Latin. The dominance of females enrolled in foreign language courses could be the result of a number of subtle factors such as the attitudes of counselors and advisors, societal preconceptions about the appropriateness and/or utility of foreign language study for males, and the tendency for males to choose more math, science, industrial arts, and agriculture electives.

V. IMPLICATIONS

Foreign language study reached its zenith after the Russians shocked the world with the launching of Sputnik I in 1957. A flurry of governmental funding through the National Defense Education Act of 1958 resulted in a proliferation of foreign language programs throughout the U.S. Unfortunately, the sense of urgency felt by the public at that time has waned considerably in the two intervening decades. A new sense of isolationism, brought on in part by our involvement in Southeast Asia, has adversely affected the nation's acceptance of the need for citizens to develop communication skills in other languages. Declining school populations, the elimination of foreign language requirements in some colleges and universities, and the lack of interest among students have combined to present a very pessimistic prognosis for the future of foreign languages in the public school system. The "back to basics" movement, a public reaction against perceived deficiencies in teaching the basic skills of reading, writing and mathematics and against the spiraling costs of educating children, has also relegated foreign language study to the "frill" category in some schools. As school enrollments decline and accompanying financial support follows suit, those fields of study considered non-essential are in danger of being severely limited or eliminated altogether.

On the other hand, some new developments in the past few years do much to offset the wave of negativism besetting the field of foreign languages. The nation's growing awareness of global interdependence with regard to food, energy, political stability, population, technology, and environmental protection has direct implications on the value of studying other languages and cultures. As a signer of the Helsinki Agreements, the United States has pledged to encourage "the study of foreign language and civilations as an important means of expanding communication among peoples for their better acquaintance with the culture of each country, as well as for the strengthening of international cooperation..." (5).

A report issued by the American Council on Education is strongly supportive of foreign language study and indicts the American educational system as "woefully backward in helping to prepare the nation's people for effective coping in a thoroughly interdependent world" (2). Among other things, the report recommended the establishment of a presidential commission on foreign language and international studies to evaluate the nation's future needs in this area and explore potential means for achieving identified goals. President Carter responded by appointing a special commission whose report is expected to be made public within the next few months.

In a related effort, the State Superintendent of Education in Illinois has appointed a state-wide Task Force on Foreign Language and International Studies whose responsibilities are (1) to assist the Illinois State Board of Education in responding and reacting to the President's Commission on Foreign Language and International Studies, (2) to examine the quality and quantity of instructional programs in foreign languages and cultures as they now exist in Illinois schools and to recommend appropriate measures to strengthen such programs, and (3) to recommend ways of encouraging the study of foreign languages and cultures in Illinois schools.

The data contained in this census report, when viewed in light of current developments affecting public education, provide some interesting topics for speculation. Although declining school enrollments, shrinking financial resources and a widespread reputation for irrelevancy do not particularly enhance the position of foreign languages in the curriculum, the country as a whole seems to be on the threshold of a new awareness of the need to understand and communicate with the other people who share the resources of this small planet. The President's Commission and the Illinois Task Force on Foreign Language and International Studies are two highly prestigious forces whose potential impact on the public is considerable. Their final reports may prove to be the driving force behind a new foreign language curriculum which will inject new life into the system. Profound changes, if deemed appropriate, will require a great deal of bold action on the part of the Illinois State Board of Education, school administrators, and individual classroom teachers as well.

Increasing enrollments in elective foreign language courses seem to hinge on convincing the public of the value of foreign language study both in terms of personal growth and the national interest. Making language study "relevant" to students in grades 7-12 means programs must deliver meaningful language skills in return for an investment of both time and effort on the part of the student. Recommendations from the President's Commission and the Illinois Task Force may well include modifications in the areas of (1) content (i.e., new emphasis on the target culture, more vocationally related courses, more exploratory language courses, expanded choice of language offerings), (2) structure (i.e., flexible scheduling, mini-courses, intensive courses, longer and better-articulated sequences), (3) methods and materials (i.e., less textbook-oriented, fewer drills, more individualized approaches, increased reliance on audio-visual aids and media), (4) staffing (i.e., interdisciplinary team teaching, more rigorous professional education of foreign language teachers), (5) level of offerings (i.e., augmenting junior high school course offerings, FLES programs, lifelong learning options), and (6) role in the curriculum (i.e., integrate foreign languages as an inextricable aspect of a multi-disciplinary, multi-cultural approach to the total education process).

Parents, counselors and school administrators play a decisive role in encouraging students to pursue foreign language study, and their understanding of the benefits of a strong foreign language program is going to become even more critical in the years ahead. Foreign language teachers need to cultivate widespread support within the school and the community by discussing their programs with the guidance staff, administrators and parents whenever possible and by providing career information relevant to foreign language study (4,7).

By the same token, foreign languages need to develop strong administrative support at all levels for foreign language programs. Beverly Enwall, a state consultant for foreign languages in South Carolina, points out that "in all other areas the average administrator feels confident of his ability to evaluate and make decisions about the curriculum and its implementation, but when faced with the foreign language program, he feels uneasy; this in itself can generate alienation." In response to this problem, she has

developed a booklet for administrators with vital information about evaluating foreign language programs, and offers practical solutions to common problems. "A list of textbook titles and how to pronounce them is enclosed," she adds, "so that no administrator need be embarrassed by stumbling over unfamiliar words; for an embarrassed administrator is not a receptive one" (3). A sympathetic administrator may also provide the key for much-needed financial support through local fund raising activities or through application for state and federal grants.

An aggressive public information campaign could be one of the most powerful forces in increasing enrollments in foreign languages in Illinois in the next few years. National professional organizations have already set aside seed money for this purpose and are actively engaged in fund raising for a national media campaign to promote foreign language study. The American Council on the Teaching of Foreign Languages (ACTFL) is also in the process of setting up a Washington Office to lobby for funds to support development projects in this field. ACTFL is also promoting efforts to develop a nationwide network of key professionals who will become actively involved in supporting legislative efforts (8). Similar lobbying efforts also need to be established on the state level.

Some substantial progress is already being made in terms of funding. For example, Section 603 of Title VI (NDEA) was funded for the first time this year making approximately $2 million available for projects in the Citizen Education for Cultural Understanding Program. ACTFL has committed $20,000 to launch a Public Awareness Program and establish a Washington Office, and some private foundations are beginning to fund projects involving foreign language and international studies. The Appropriations Committee has also recommended that $20 million be set aside for international education programs for the next fiscal year (1).

Finally, more foreign language teachers need to become active in state and national professional organizations in order to coordinate their efforts on behalf of the total language program. Sharing ideas and experiences in building successful programs can be an invaluable source of strength at a time when unity within the profession is most critical. Teachers must also begin to work more closely with teachers in other disciplines in an effort to relate the target language and culture to the rest of the curriculum since interdisciplinary studies are becoming more and more widespread.

It will be interesting to note what long term effects will result from all of this activity. For the first time in years, the foreign language profession has reason for optimism about the future. The Illinois Census data from 1977 represents a relatively low point in foreign language enrollments, but real progress seems to be imminent if current efforts are successful. A second Census in 1981-82 would do much to verify the existence of progress as a result of these activities and could provide very useful data to those involved in long-range planning.

In summary, the foreign language profession must realize that society is in in a constant state of flux. The ability to adapt to the changing demands of the world constitutes the only assurance of survival. While "reading,

writing and 'rithmetic" may have once been the "basics" for effective citizenship, these "three R's" may now be giving way to the "three C's" identified by Leon Lessinger (6) -- competency, coping and caring. Foreign languages will take on a new importance in the 1980's and beyond as students confront a shrinking world and attempt to deal effectively with global problems. Designing a comprehensive foreign language program that can develop both communication skills and cross-cultural understanding is an enormous task that confronts us all and deserves our very best efforts.

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APPENDICES

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APPENDIX A-1
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77
CENTRAL CITY HIGH SCHOOLS

COURSE TITLE	HIGH SCHOOLS OFFERING COURSE		ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT		
	TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLLMENT
FOREIGN LANGUAGES	86	90.52	170,743	96.09	36,996	20.82	21.67
Latin - 1st Year	19	20.00	42,311	23.81	459	0.26	1.08
Latin - 2nd Year	18	18.94	42,549	23.95	407	0.23	0.96
Latin - 3rd Year	9	9.47	17,551	9.88	87	0.05	0.50
Latin - 4th Year	8	8.42	16,997	9.57	53	0.03	0.31
English as 2nd Language - 1st Year	23	24.21	44,662	25.14	910	0.51	2.04
English as 2nd Language - 2nd Year	17	17.89	32,691	18.40	484	0.27	1.48
English as 2nd Language - 3rd Year	5	5.26	9,682	5.45	95	0.05	0.98
English as 2nd Language - 4th Year	2	2.10	4,292	2.42	44	0.02	1.03
French - Grade 8	1	1.05	2,523	1.42	17	0.01	0.67
French - 1st Year	72	75.78	149,408	84.09	4,107	2.31	2.75
French - 2nd Year	65	68.42	143,116	80.55	2,515	1.42	1.76
French - 3rd Year	56	58.94	122,777	69.10	774	0.44	0.63
French - 4th Year	38	40.00	79,586	44.79	296	0.17	0.37
French - 5th Year	2	2.10	3,873	2.18	11	0.01	0.28
French, Advanced/Other	4	4.21	10,539	5.93	45	0.03	0.43
German - 1st Year	46	48.42	95,304	53.64	1,502	0.85	1.58
German - 2nd Year	44	46.31	95,558	53.78	1,261	0.71	1.32
German - 3rd Year	35	36.84	75,246	42.35	405	0.23	0.54
German - 4th Year	23	24.21	45,235	25.46	179	0.10	0.40
German, Advanced Placement/Other	2	2.10	3,516	1.98	8	0.00	0.23
Greek, Modern/Classical - 1st Year	1	1.05	1,784	1.00	28	0.02	1.57
Greek, Modern/Classical - 2nd Year	1	1.05	1,784	1.00	18	0.01	1.01
Hebrew, Modern/Classic - 1st Year	1	1.05	1,637	0.92	32	0.02	1.95
Hebrew, Modern/Classic - 2nd Year	1	1.05	1,637	0.92	17	0.01	1.04
Hebrew, Modern/Classic - 3rd Year	1	1.05	1,637	0.92	18	0.01	1.10
Hebrew, Modern/Classic - 4th Year	1	1.05	1,637	0.92	5	0.00	0.31
Italian - 1st Year	3	3.15	8,605	4.84	202	0.11	2.35
Italian - 2nd Year	3	3.15	8,605	4.84	126	0.07	1.46
Italian - 3rd Year	2	2.10	6,665	3.75	54	0.03	0.81
Italian - 4th Year	1	1.05	3,953	2.22	4	0.00	0.10
Polish - 1st Year	2	2.10	8,822	4.97	83	0.05	0.94
Polish - 2nd Year	3	3.15	10,650	5.99	60	0.03	0.56
Polish - 3rd Year	2	2.10	8,822	4.97	22	0.01	0.25
Polish - 4th Year	1	1.05	3,953	2.22	1	0.00	0.03

APPENDIX A-1 (CONT'D)
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77
CENTRAL CITY HIGH SCHOOLS (CONT'D)

COURSE TITLE	HIGHS SCHOOLS OFFERING COURSE		ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT		
	TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLLMENT
Russian - 1st Year	6	6.31	17,375	9.78	118	0.07	0.68
Russian - 2nd Year	5	5.26	13,521	7.61	58	0.03	0.43
Russian - 3rd Year	4	4.21	11,248	6.33	43	0.02	0.38
Russian - 4th Year	3	3.15	6,379	3,59	22	0.01	0.34
Spanish - Grade 8	1	1.05	2,523	1.42	31	0.02	1.23
Spanish - 1st Year	86	90.52	170,743	96.09	12,272	6.91	7.19
Spanish - 2nd Year	77	81.05	165,840	93.33	6,904	3.89	4.16
Spanish - 3rd Year	63	66.31	137,812	77.56	1,393	0.78	1.01
Spanish - 4th Year	41	43.15	85,142	47.92	437	0.25	0.51
Spanish - 5th Year	6	6.31	11,673	6.57	47	0.03	0.40
Spanish, Advanced/Other	20	21.05	42,167	23.73	1,306	0.74	3.10
General Foreign Language/Other	1	1.05	3,101	1.75	15	0.01	0.48
Exploratory Course, Languages	1	1.05	1,060	0.60	21	0.01	1.98

APPENDIX A-2
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77
SUBURB HIGH SCHOOLS

COURSE TITLE	HIGH SCHOOLS OFFERING COURSE		ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT		
	TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLLMENT
FOREIGN LANGUAGES	155	98.72	291,783	99.47	81,300	27.71	27.86
Latin - 1st Year	58	36.94	131,383	44.79	1,450	0.49	1.10
Latin - 2nd Year	61	38.85	140,177	47.79	1,100	0.37	0.78
Latin - 3rd Year	40	25.47	93,957	32.03	415	0.14	0.44
Latin - 4th Year	28	17.83	64,884	22.12	133	0.05	0.20
Latin, Independent Study/Other	4	2.54	11,103	3.78	25	0.01	0.23
Etymology	2	1.27	4,878	1.66	110	0.04	2.26
Czech - 1st Year	2	1.27	6,586	2.25	24	0.01	0.36
Czech - 2nd Year	2	1.27	6,586	2.25	22	0.01	0.33
Czech - 3rd Year	1	0.63	3,583	1.22	1	0.00	0.03
English as 2nd Language - Grade 8	1	0.63	3,583	1.22	6	0.00	0.17
English as 2nd Language - 1st Year	37	23.56	91,843	31.31	381	0.13	0.41
English as 2nd Language - 2nd Year	21	13.37	51,672	17.61	204	0.07	0.39
English as 2nd Language - 3rd Year	12	7.64	28,741	9.80	63	0.02	0.22
English as 2nd Language - 4th Year	4	2.54	8,130	2.77	11	0.00	0.14
French - 1st Year	143	91.08	275,921	94.06	7,376	2.51	2.67
French - 2nd Year	142	90.44	274,575	93.60	7,172	2.44	2.61
French - 3rd Year	124	78.98	252,701	86.14	3,705	1.26	1.47
French - 4th Year	108	68.78	229,453	78.22	1,941	0.66	0.85
French - 5th Year	27	17.19	62,581	21.33	279	0.10	0.45
French, Advanced/Other	17	10.82	37,512	12.79	397	0.14	1.06
German - Grade 7	1	0.63	3,923	1.34	44	0.01	1.12
German - Grade 8	1	0.63	3,923	1.34	42	0.01	1.07
German - 1st Year	132	84.07	269,968	92.03	5,791	1.97	2.15
German - 2nd Year	128	81.52	266,616	90.89	4,552	1.55	1.71
German - 3rd Year	110	70.06	236,878	80.75	1,811	0.62	0.76
German - 4th Year	94	59.87	211,098	71.96	922	0.31	0.44
German - 5th Year	6	3.82	15,569	5.31	27	0.01	0.17
German, Advanced Placement/Other	14	8.91	32,189	10.97	311	0.11	0.97
Greek, Modern/Classical - 2nd Year	1	0.63	3,526	1.20	5	0.00	0.14
Hebrew, Modern/Classic - 1st Year	4	2.54	11,688	3.98	96	0.03	0.82
Hebrew, Modern/Classic - 2nd Year	4	2.54	11,688	3.98	93	0.03	0.80
Hebrew, Modern/Classic - 3rd Year	4	2.54	12,750	4.35	53	0.02	0.42
Hebrew, Modern/Classic - 4th Year	4	2.54	12,750	4.35	24	0.01	0.19

APPENDIX A-2 (CONT'D)
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77
SUBURB HIGH SCHOOLS (CONT'D)

COURSE TITLE	HIGH SCHOOLS OFFERING COURSE		ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT		
	TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLLMENT
Italian - 1st Year	14	8.91	38,474	13.12	615	0.21	1.60
Italian - 2nd Year	11	7.00	28,820	9.82	319	0.11	1.11
Italian - 3rd Year	6	3.82	17,797	6.07	64	0.02	0.36
Italian - 4th Year	4	2.54	8,403	2.86	32	0.01	0.38
Italian Language & Culture	1	0.63	4,001	1.36	19	0.01	0.47
Russian - 1st Year	11	7.00	28,020	9.55	161	0.05	0.57
Russian - 2nd Year	13	8.28	34,657	11.81	140	0.05	0.40
Russian - 3rd Year	11	7.00	27,200	9.27	72	0.02	0.26
Russian - 4th Year	8	5.09	21,279	7.25	59	0.02	0.28
Spanish - 1st Year	146	92.99	284,358	96.94	19,253	6.56	6.77
Spanish - 2nd Year	146	92.99	285,445	97.31	13,752	4.69	4.82
Spanish - 3rd Year	124	78.98	255,482	87.09	4,311	1.47	1.69
Spanish - 4th Year	106	67.51	229,968	78.39	1,751	0.60	0.76
Spanish - 5th Year	17	10.82	39,591	13.50	102	0.03	0.26
Spanish, Advanced/Other	31	19.74	60,538	20.64	1,309	0.45	2.16
General Foreign Language/Other	7	4.45	19,757	6.74	400	0.14	2.02
Exploratory Course, Languages	5	3.18	10,506	3.58	354	0.12	3.37
Ukrainian - 1st Year	1	0.63	3,092	1.05	1	0.00	0.03

APPENDIX A-3
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77
INDEPENDENT CITY HIGH SCHOOLS

COURSE TITLE	HIGH SCHOOLS OFFERING COURSE		ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT		
	TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLLMENT
FOREIGN LANGUAGES	99	98.01	78,889	99.48	14,201	17.91	18.00
Latin - 1st Year	28	27.72	29,614	37.34	522	0.66	1.76
Latin - 2nd Year	30	29.70	32,046	40.41	421	0.53	1.31
Latin - 3rd Year	13	12.87	16,208	20.44	85	0.11	0.52
Latin - 4th Year	11	10.89	13,500	17.02	60	0.08	0.44
Etymology	1	0.99	1,881	2.37	15	0.02	0.80
English as 2nd Language - 1st Year	6	5.94	5,698	7.19	238	0.30	4.18
English as 2nd Language - 2nd Year	5	4.95	5,317	6.70	122	0.15	2.29
English as 2nd Language - 3rd Year	4	3.96	4,819	6.08	46	0.06	0.95
English as 2nd Language - 4th Year	4	3.96	4,705	5.93	20	0.03	0.43
French - Grade 8	1	0.99	561	0.71	45	0.06	8.02
French - 1st Year	59	58.41	56,532	71.29	1,486	1.87	2.63
French - 2nd Year	60	59.40	57,740	72.81	1,088	1.37	1.88
French - 3rd Year	43	42.57	47,228	59.55	510	0.64	1.08
French - 4th Year	29	28.71	35,225	44.42	254	0.32	0.72
French - 5th Year	2	1.98	3,652	4.61	6	0.01	0.16
French, Advanced/Other	1	0.99	998	1.26	19	0.02	1.90
German - 1st Year	22	21.78	26,322	33.19	495	0.62	1.88
German - 2nd Year	24	23.76	27,647	34.86	601	0.76	2.17
German - 3rd Year	16	15.84	19,429	24.50	201	0.25	1.03
German - 4th Year	15	14.85	18,810	23.72	109	0.14	0.58
German - 5th Year	1	0.99	1,610	2.03	11	0.01	0.68
German, Advanced Placement/Other	2	1.98	3,202	4.04	19	0.02	0.59
Spanish - 1st Year	83	82.17	68,331	86.17	3,993	5.04	5.84
Spanish - 2nd Year	84	83.16	71,429	90.07	2,697	3.40	3.78
Spanish - 3rd Year	60	59.40	55,028	69.39	704	0.89	1.28
Spanish - 4th Year	33	32.67	36,259	45.72	285	0.36	0.79
Spanish - 5th Year	3	2.97	4,646	5.86	27	0.03	0.58
Spanish, Advanced/Other	6	5.94	8,229	10.38	98	0.12	1.19
Exploratory Course, Languages	1	0.99	1,739	2.19	24	0.03	1.38

APPENDIX A-4
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77
RURAL HIGH SCHOOLS

COURSE TITLE	HIGH SCHOOLS OFFERING COURSE		ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT		
	TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLLMENT
FOREIGN LANGUAGES	326	92.87	113,106	94.62	16,525	13.82	14.61
Latin - 1st Year	21	5.98	14,579	12.20	315	0.26	2.16
Latin - 2nd Year	21	5.98	14,006	11.72	233	0.19	1.66
Latin - 3rd Year	5	1.42	5,427	4.54	34	0.03	0.63
Latin - 4th Year	3	0.85	4,419	3.70	7	0.01	0.16
English as 2nd Language - 1st Year	5	1.42	3,411	2.85	56	0.05	1.64
English as 2nd Language - 2nd Year	4	1.13	2,419	2.02	52	0.04	2.15
English as 2nd Language - 3rd Year	3	0.85	1,187	0.99	12	0.01	1.01
English as 2nd Language - 4th Year	1	0.28	731	0.61	5	0.00	0.68
French - Grade 7	3	0.85	1,052	0.88	67	0.06	6.37
French - Grade 8	3	0.85	1,052	0.88	41	0.03	3.90
French - 1st Year	137	39.03	55,822	46.70	2,319	1.94	4.15
French - 2nd Year	124	35.32	53,617	44.85	1,433	1.20	2.67
French - 3rd Year	50	14.24	29,669	24.82	360	0.30	1.21
French - 4th Year	24	6.83	19,954	16.69	147	0.12	0.74
French - 5th Year	1	0.28	992	0.83	1	0.00	0.10
French, Advanced/Other	2	0.56	2,419	2.02	27	0.02	1.12
German - 1st Year	52	14.81	30,521	25.53	1,086	0.91	3.56
German - 2nd Year	49	13.96	30,120	25.20	740	0.62	2.46
German - 3rd Year	20	5.69	18,810	15.74	193	0.16	1.03
German - 4th Year	16	4.55	16,565	13.86	89	0.07	0.54
German - 5th Year	1	0.28	992	0.83	6	0.01	0.60
German, Advanced Placement/Other	1	0.28	2,180	1.82	18	0.02	0.83
Russian - 1st Year	1	0.28	1,982	1.66	4	0.00	0.20
Russian - 2nd Year	1	0.28	1,982	1.66	9	0.01	0.45
Russian - 4th Year	1	0.28	1,982	1.66	4	0.00	0.20
Spanish - Grade 7	3	0.85	1,471	1.23	143	0.12	9.72
Spanish - Grade 8	6	1.70	2,759	2.31	190	0.16	6.89
Spanish - 1st Year	206	58.68	79,547	66.55	5,163	4.32	6.49
Spanish - 2nd Year	176	50.14	72,460	60.62	2,546	2.13	3.51
Spanish - 3rd Year	95	27.06	48,585	40.64	742	0.62	1.53
Spanish - 4th Year	38	10.82	25,128	21.02	171	0.14	0.68
Spanish - 5th Year	1	0.28	992	0.83	1	0.00	0.10
Spanish, Advanced/Other	4	1.13	3,910	3.27	94	0.08	2.40
Exploratory Course, Languages	2	0.56	641	0.54	217	0.18	33.85

APPENDIX B-1
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77
CENTRAL CITY JUNIOR HIGH SCHOOLS

COURSE TITLE	JR. HIGH SCHOOLS OFFERING COURSE		ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT		
	TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLLMENT
FOREIGN LANGUAGES	14	48.27	11,356	51.87	4,010	18.31	35.31
Latin - 1st Year	1	3.44	729	3.33	23	0.11	3.16
English as 2nd Language - Grade 7	1	3.44	342	1.56	10	0.05	2.92
English as 2nd Language - Grade 8	1	3.44	342	1.56	4	0.02	1.17
French - Grade 7	2	6.89	1,640	7.49	61	0.28	3.72
French - Grade 8	7	24.13	5,577	25.47	145	0.66	2.60
French - 1st Year	5	17.24	3,788	17.30	91	0.42	2.40
French - 2nd Year	5	17.24	3,701	16.90	127	0.58	3.43
French, Advanced/Other	1	3.44	926	4.23	28	0.13	3.02
German - Grade 7	2	6.89	1,640	7.49	72	0.33	4.39
German - Grade 8	3	10.34	2,234	10.20	59	0.27	2.64
German - 1st Year	4	13.79	2,781	12.70	157	0.72	5.65
German - 2nd Year	2	6.89	1,520	6.94	37	0.17	2.43
Spanish - Grade 7	4	13.79	2,845	12.99	493	2.25	17.33
Spanish - Grade 8	9	31.03	7,459	34.07	361	1.65	4.84
Spanish - 1st Year	7	24.13	5,622	25.68	303	1.38	5.39
Spanish - 2nd Year	5	17.24	3,701	16.90	279	1.27	7.54
Spanish, Advanced/Other	1	3.44	926	4.23	86	0.39	9.29
General Foreign Language/Other	1	3.44	1,271	5.80	130	0.59	10.23
Exploratory Course, Languages	3	10.34	2,033	9.29	1,544	7.05	75.95

APPENDIX B-2
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77
SUBURB JUNIOR HIGH SCHOOLS

COURSE TITLE	JR. HIGH SCHOOLS OFFERING COURSE		ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT		
	TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLLMENT
FOREIGN LANGUAGES	140	58.33	82,282	64.55	31,016	24.33	37.69
Latin - Grade 7	5	2.08	2,815	2.21	121	0.09	4.30
Latin - Grade 8	5	2.08	2,815	2.21	102	0.08	3.62
Latin - 1st Year	11	4.58	8,579	6.73	165	0.13	1.92
English as 2nd Language - Grade 7	13	5.41	9,661	7.58	234	0.18	2.42
English as 2nd Language - Grade 8	14	5.83	9,820	7.70	174	0.14	1.77
English as 2nd Language - 1st Year	5	2.08	4,501	3.53	30	0.02	0.67
French - Grade 7	60	25.00	34,250	26.87	4,161	3.26	12.15
French - Grade 8	72	30.00	40,252	31.58	4,650	3.65	11.55
French - 1st Year	20	8.33	15,882	12.46	591	0.46	3.72
French - 2nd Year	2	0.83	1,957	1.54	48	0.04	2.45
French, Advanced/Other	1	0.41	521	0.41	38	0.03	7.29
German - Grade 7	14	5.83	8,119	6.37	921	0.72	11.34
German - Grade 8	17	7.08	10,390	8.15	929	0.73	8.94
German - 1st Year	18	7.50	14,386	11.29	344	0.27	2.39
German - 2nd Year	1	0.41	859	0.67	17	0.01	1.98
Russian - 1st Year	1	0.41	646	0.51	13	0.01	2.01
Spanish - Grade 7	85	35.41	48,876	38.34	8,430	6.61	17.25
Spanish - Grade 8	84	35.00	47,841	37.53	7,129	5.59	14.90
Spanish - 1st Year	24	10.00	19,089	14.98	1,562	1.23	8.18
Spanish - 2nd Year	2	0.83	1,302	1.02	105	0.08	8.06
Spanish, Advanced/Other	2	0.83	801	0.63	98	0.08	12.23
General Foreign Language/Other	1	0.41	786	0.62	415	0.33	52.80
Exploratory Course, Languages	4	1.66	2,113	1.66	739	0.58	34.97

APPENDIX B-3
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77
INDEPENDENT CITY JUNIOR HIGH SCHOOLS

COURSE TITLE	JR. HIGH SCHOOLS OFFERING COURSE		ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT		
	TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLLMENT
FOREIGN LANGUAGES	27	31.39	14,923	42.88	3,277	9.42	21.96
Latin - Grade 8	2	2.32	1,481	4.26	37	0.11	2.50
Latin - 1st Year	3	3.48	2,929	8.42	62	0.18	2.12
Latin - 2nd Year	1	1.16	1,047	3.01	3	0.01	0.29
English as 2nd Language - Grade 7	1	1.16	215	0.62	5	0.01	2.33
French - Grade 7	3	3.48	1,231	3.54	133	0.38	10.80
French - Grade 8	5	5.81	2,712	7.79	150	0.43	5.53
French - 1st Year	5	5.81	4,234	12.16	109	0.31	2.57
French - 2nd Year	3	3.48	2,622	7.53	71	0.20	2.71
German - Grade 8	1	1.16	1,047	3.01	61	0.18	5.83
German - 1st Year	4	4.65	3,223	9.26	119	0.34	3.69
German - 2nd Year	1	1.16	1,047	3.01	45	0.13	4.30
Spanish - Grade 7	12	13.95	6,071	17.44	780	2.24	12.85
Spanish - Grade 8	15	17.44	7,797	22.40	687	1.97	8.81
Spanish - 1st Year	11	12.79	8,448	24.27	528	1.52	6.25
Spanish - 2nd Year	4	4.65	3,172	9.11	147	0.42	4.63
Exploratory Course, Languages	1	1.16	506	1.45	340	0.98	67.19

APPENDIX B-4
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77
RURAL JUNIOR HIGH SCHOOLS

COURSE TITLE	JR. HIGH SCHOOLS OFFERING COURSE		ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT		
	TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLLMENT
FOREIGN LANGUAGES	19	18.26	6,940	30.09	1,476	6.40	21.27
Latin - 1st Year	2	1.92	1,390	6.03	22	0.10	1.58
English as 2nd Language - Grade 7	1	0.96	225	0.98	4	0.02	1.78
French - Grade 7	4	3.84	1,285	5.57	120	0.52	9.34
French - Grade 8	7	6.73	2,080	9.02	199	0.86	9.57
French - 1st Year	5	4.80	3,291	14.27	93	0.40	2.83
French - 2nd Year	1	0.96	477	2.07	2	0.01	0.42
German - Grade 7	2	1.92	661	2.87	103	0.45	15.58
German - Grade 8	2	1.92	661	2.87	72	0.31	10.89
German - 1st Year	2	1.92	1,390	6.03	16	0.07	1.15
Spanish - Grade 7	5	4.80	1,751	7.59	163	0.71	9.31
Spanish - Grade 8	8	7.69	2,276	9.87	335	1.45	14.72
Spanish - 1st Year	4	3.84	2,814	12.20	196	0.85	6.97
Spanish - 2nd Year	1	0.96	477	2.07	2	0.01	0.42
General Foreign Language/Other	1	0.96	702	3.04	14	0.06	1.99
Exploratory Course, Languages	3	2.88	1,656	7.18	135	0.59	8.15

APPENDIX C-1
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77
ENROLLMENT LESS THAN 200

COURSE TITLE	HIGH SCHOOLS OFFERING COURSE		ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT		
	TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLLMENT
FOREIGN LANGUAGES	102	86.44	15,855	89.53	1,757	9.92	11.08
Latin - 1st Year	3	2.54	453	2.56	22	0.12	4.86
Latin - 2nd Year	2	1.69	338	1.91	11	0.06	3.25
English as 2nd Language - 1st Year	1	0.84	190	1.07	12	0.07	6.32
English as 2nd Language - 2nd Year	1	0.84	190	1.07	14	0.08	7.37
English as 2nd Language - 3rd Year	1	0.84	190	1.07	3	0.02	1.58
French - 1st Year	39	33.05	5,982	33.78	363	2.05	6.07
French - 2nd Year	30	25.42	4,737	26.75	172	0.97	3.63
French - 3rd Year	7	5.93	1,038	5.86	20	0.11	1.93
French - 4th Year	1	0.84	174	0.98	13	0.07	7.47
German - 1st Year	9	7.62	1,213	6.85	62	0.35	5.11
German - 2nd Year	4	3.38	543	3.07	19	0.11	3.50
Spanish - 1st Year	56	47.45	8,805	49.72	718	4.05	8.15
Spanish - 2nd Year	39	33.05	6,150	34.73	256	1.45	4.16
Spanish - 3rd Year	16	13.55	2,652	14.98	58	0.33	2.19
Spanish - 4th Year	7	5.93	1,161	6.56	13	0.07	1.12
Spanish, Advanced/Other	1	0.84	197	1.11	1	0.01	0.51

APPENDIX C-2
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77
ENROLLMENT 200-499

COURSE TITLE	HIGH SCHOOLS OFFERING COURSE		ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT		
	TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLLMENT
FOREIGN LANGUAGES	219	94.80	72,362	94.76	10,164	13.31	14.05
Latin - 1st Year	13	5.62	4,533	5.94	150	0.20	3.31
Latin - 2nd Year	12	5.19	4,178	5.47	71	0.09	1.70
Latin - 3rd Year	2	0.86	852	1.12	7	0.01	0.82
Latin - 4th Year	2	0.86	940	1.23	9	0.01	0.96
English as 2nd Language - 1st Year	5	2.16	1,745	2.29	87	0.11	4.99
English as 2nd Language - 2nd Year	2	0.86	764	1.00	12	0.02	1.57
English as 2nd Language - 3rd Year	1	0.43	266	0.35	3	0.00	1.13
English as 2nd Language - 4th Year	1	0.43	498	0.65	1	0.00	0.20
French - Grade 7	3	1.29	1,052	1.38	67	0.09	6.37
French - Grade 8	3	1.29	1,052	1.38	41	0.05	3.90
French - 1st Year	87	37.66	29,070	38.07	1,427	1.87	4.91
French - 2nd Year	79	34.19	26,664	34.92	821	1.08	3.08
French - 3rd Year	30	12.98	10,550	13.82	188	0.25	1.78
French - 4th Year	10	4.32	3,320	4.35	51	0.07	1.54
French, Advanced/Other	2	0.86	724	0.95	25	0.03	3.45
German - 1st Year	31	13.41	11,070	14.50	514	0.67	4.64
German - 2nd Year	31	13.41	11,051	14.47	377	0.49	3.41
German - 3rd Year	12	5.19	4,967	6.50	95	0.12	1.91
German - 4th Year	7	3.03	3,084	4.04	28	0.04	0.91
German, Adv. Placement/Other	1	0.43	485	0.64	10	0.01	2.06
Spanish - Grade 7	2	0.86	668	0.87	113	0.15	16.92
Spanish - Grade 8	4	1.73	1,449	1.90	161	0.21	11.11
Spanish - 1st Year	144	62.33	47,904	62.73	3,440	4.50	7.18
Spanish - 2nd Year	126	54.54	42,799	56.05	1,554	2.04	3.63
Spanish - 3rd Year	65	28.13	23,683	31.01	398	0.52	1.68
Spanish - 4th Year	21	9.09	8,000	10.48	69	0.09	0.86
Spanish, Advanced/Other	4	1.73	1,660	2.17	56	0.07	3.37
Exploratory Course, Languages	3	1.29	1,126	1.47	389	0.51	34.55

APPENDIX C-3
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77
ENROLLMENT 500-999

COURSE TITLE	HIGH SCHOOLS OFFERING COURSE		ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT		
	TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLLMENT
FOREIGN LANGUAGES	107	94.69	75,851	95.53	13,090	16.49	17.26
Latin - 1st Year	23	20.35	17,355	21.86	413	0.52	2.38
Latin - 2nd Year	26	23.00	19,339	24.36	357	0.45	1.85
Latin - 3rd Year	10	8.84	7,922	9.98	49	0.06	0.62
Latin - 4th Year	5	4.42	3,710	4.67	14	0.02	0.38
English as 2nd Language - 1st Year	7	6.19	5,286	6.66	116	0.15	2.19
English as 2nd Language - 2nd Year	5	4.42	3,478	4.38	116	0.15	3.34
English as 2nd Language - 3rd Year	4	3.53	2,952	3.72	21	0.03	0.71
English as 2nd Language - 4th Year	2	1.76	1,725	2.17	11	0.01	0.64
French - Grade 8	1	0.88	561	0.71	45	0.06	8.02
French - 1st Year	67	59.29	48,813	61.48	1,619	2.04	3.32
French - 2nd Year	66	58.40	48,760	61.41	1,108	1.40	2.27
French - 3rd Year	44	38.93	34,635	43.62	370	0.47	1.07
French - 4th Year	27	23.89	22,069	27.80	150	0.19	0.68
French - 5th Year	1	0.88	992	1.25	1	0.00	0.10
French, Advanced/Other	2	1.76	1,874	2.36	25	0.03	1.33
German - 1st Year	31	27.43	23,688	29.83	756	0.95	3.19
German - 2nd Year	29	25.66	22,543	28.39	525	0.66	2.33
German - 3rd Year	13	11.50	10,460	13.17	147	0.19	1.41
German - 4th Year	12	10.61	9,699	12.22	59	0.07	0.61
German - 5th Year	1	0.88	992	1.25	6	0.01	0.60
Spanish - Grade 7	1	0.88	803	1.01	30	0.04	3.74
Spanish - Grade 8	2	1.76	1,310	1.65	29	0.04	2.21
Spanish - 1st Year	88	77.87	63,492	79.97	4,011	5.05	6.32
Spanish - 2nd Year	84	74.33	61,077	76.92	2,318	2.92	3.80
Spanish - 3rd Year	58	51.32	43,653	54.98	558	0.70	1.28
Spanish - 4th Year	25	22.12	19,407	24.44	157	0.20	0.81
Spanish - 5th Year	3	2.65	2,862	3.60	4	0.01	0.14
Spanish, Advanced/Other	4	3.53	3,005	3.78	75	0.09	2.50

APPENDIX C-4
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77
ENROLLMENT 1000-1699

COURSE TITLE	HIGH SCHOOLS OFFERING COURSE		ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT		
	TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLLMENT
FOREIGN LANGUAGES	95	96.93	131,311	97.06	31,441	23.24	23.94
Latin - 1st Year	28	28.57	39,487	29.19	560	0.41	1.42
Latin - 2nd Year	26	26.53	36,325	26.85	369	0.27	1.02
Latin - 3rd Year	18	18.36	25,610	18.93	105	0.08	0.41
Latin - 4th Year	13	13.26	18,255	13.49	71	0.05	0.39
English as 2nd Language - 1st Year	13	13.26	19,116	14.13	298	0.22	1.56
English as 2nd Language - 2nd Year	12	12.24	17,789	13.15	175	0.13	0.98
English as 2nd Language - 3rd Year	7	7.14	9,381	6.93	49	0.04	0.52
English as 2nd Language - 4th Year	4	4.08	6,290	4.65	9	0.01	0.14
French - 1st Year	85	86.73	117,877	87.13	3,288	2.43	2.79
French - 2nd Year	86	87.75	119,561	88.37	2,492	1.84	2.08
French - 3rd Year	72	73.46	100,295	74.13	1,147	0.85	1.14
French - 4th Year	58	59.18	80,400	59.43	621	0.46	0.77
French - 5th Year	7	7.14	9,450	6.98	32	0.02	0.34
French, Advanced/Other	4	4.08	5,240	3.87	214	0.16	4.08
German - 1st Year	64	65.30	92,120	68.09	2,262	1.67	2.46
German - 2nd Year	64	65.30	91,780	67.84	1,811	1.34	1.97
German - 3rd Year	55	56.12	78,483	58.01	690	0.51	0.88
German - 4th Year	42	42.85	60,056	44.39	348	0.26	0.58
German - 5th Year	2	2.04	2,974	2.20	14	0.01	0.47
German, Advanced Placement/Other	6	6.12	8,761	6.48	121	0.09	1.38
Hebrew, Modern/Classic - 1st Year	1	1.02	1,637	1.21	32	0.02	1.95
Hebrew, Modern/Classic - 2nd Year	1	1.02	1,637	1.21	17	0.01	1.04
Hebrew, Modern/Classic - 3rd Year	1	1.02	1,637	1.21	18	0.01	1.10
Hebrew, Modern/Classic - 4th Year	1	1.02	1,637	1.21	5	0.00	0.31
Italian - 1st Year	2	2.04	2,462	1.82	104	0.08	4.22
Italian - 2nd Year	2	2.04	2,462	1.82	60	0.04	2.44
Italian - 3rd Year	1	1.02	1,318	0.97	12	0.01	0.91
Italian - 4th Year	2	2.04	2,462	1.82	17	0.01	0.69
Russian - 1st Year	1	1.02	1,303	0.96	9	0.01	0.69
Russian - 2nd Year	2	2.04	2,809	2.08	4	0.00	0.14
Russian - 3rd Year	3	3.06	4,277	3.16	8	0.01	0.19
Russian - 4th Year	2	2.04	2,974	2.20	3	0.00	0.10

APPENDIX C-4 (CONT'D)
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77
ENROLLMENT 1000-1699 (CONT'D)

COURSE TITLE	HIGH SCHOOLS OFFERING COURSE		ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT		
	TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLLMENT
Spanish - 1st Year	92	93.87	127,325	94.11	7,752	5.73	6.09
Spanish - 2nd Year	92	93.87	127,978	94.60	5,300	3.92	4.14
Spanish - 3rd Year	75	76.53	105,772	78.18	1,821	1.35	1.72
Spanish - 4th Year	58	59.18	80,664	59.62	704	0.52	0.87
Spanish - 5th Year	6	6.12	9,046	6.69	44	0.03	0.49
Spanish, Advanced/Other	18	18.36	25,682	18.98	774	0.57	3.01
General Foreign Language/Other	1	1.02	1,334	0.99	6	0.00	0.45
Exploratory Course, Languages	3	3.06	4,237	3.13	75	0.06	1.77

APPENDIX C-5
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77
ENROLLMENT 1700-2599

COURSE TITLE	HIGH SCHOOLS OFFERING COURSE		ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT		
	TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLLMENT
FOREIGN LANGUAGES	95	98.95	203,691	99.04	51,144	24.87	25.11
Latin - 1st Year	33	34.37	71,775	34.90	817	0.40	1.14
Latin - 2nd Year	37	38.54	80,559	39.17	729	0.35	0.90
Latin - 3rd Year	21	21.87	45,665	22.20	187	0.09	0.41
Latin - 4th Year	19	19.79	40,335	19.61	90	0.04	0.22
Latin, Independent Study/Other	1	1.04	1,745	0.85	17	0.01	0.97
Etymology	3	3.12	6,759	3.29	125	0.06	1.85
English as 2nd Language - 1st Year	26	27.08	55,619	27.04	685	0.33	1.23
English as 2nd Language - 2nd Year	16	16.66	33,260	16.17	389	0.19	1.17
English as 2nd Language - 3rd Year	6	6.25	13,488	6.56	87	0.04	0.65
English as 2nd Language - 4th Year	4	4.16	9,345	4.54	59	0.03	0.63
French - Grade 8	1	1.04	2,523	1.23	17	0.01	0.67
French - 1st Year	86	89.58	184,616	89.77	5,051	2.46	2.74
French - 2nd Year	84	87.50	180,627	87.83	4,139	2.01	2.29
French - 3rd Year	76	79.16	163,546	79.52	1,989	0.97	1.22
French - 4th Year	67	69.79	142,325	69.20	1,015	0.49	0.71
French - 5th Year	17	17.70	37,601	18.28	142	0.07	0.38
French, Advanced/Other	7	7.29	15,437	7.51	93	0.05	0.60
German - 1st Year	76	79.16	161,261	78.41	3,091	1.50	1.92
German - 2nd Year	76	79.16	161,261	78.41	2,421	1.18	1.50
German - 3rd Year	64	66.66	135,454	65.86	937	0.46	0.69
German - 4th Year	56	58.33	118,419	57.58	453	0.22	0.38
German - 5th Year	1	1.04	2,213	1.08	1	0.00	0.05
German, Advanced Placement/Other	6	6.25	13,477	6.55	44	0.02	0.33
Greek, Modern/Classical - 1st Year	1	1.04	1,784	0.87	28	0.01	1.57
Greek, Modern/Classical - 2nd Year	1	1.04	1,784	0.87	18	0.01	1.01
Hebrew, Modern/Classical - 1st Year	3	3.12	7,281	3.54	71	0.03	0.98
Hebrew, Modern/Classical - 2nd Year	3	3.12	7,281	3.54	60	0.03	0.82
Hebrew, Modern/Classical - 3rd Year	2	2.08	4,927	2.40	23	0.01	0.47
Hebrew, Modern/Classical - 4th Year	2	2.08	4,927	2.40	14	0.01	0.28

APPENDIX C-5 (CONT'D)
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77
ENROLLMENT 1700-2599 (CONT'D)

COURSE TITLE	HIGH SCHOOLS OFFERING COURSE		ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT		
	TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLLMENT
Italian - 1st Year	6	6.25	13,778	6.70	160	0.08	1.16
Italian - 2nd Year	5	5.20	11,341	5.51	102	0.05	0.90
Italian - 3rd Year	1	1.04	2,525	1.23	9	0.00	0.36
Italian - 4th Year	1	1.04	2,525	1.23	2	0.00	0.08
Polish - 2nd Year	1	1.04	1,828	0.89	26	0.01	1.42
Russian - 1st Year	11	11.45	24,704	12.01	134	0.07	0.54
Russian - 2nd Year	10	10.41	22,445	10.91	76	0.04	0.34
Russian - 3rd Year	6	6.25	13,672	6.65	28	0.01	0.20
Russian - 4th Year	5	5.20	11,036	5.37	17	0.01	0.15
Spanish - Grade 8	1	1.04	2,523	1.23	31	0.02	1.23
Spanish - 1st Year	93	96.87	200,002	97.25	13,692	6.66	6.85
Spanish - 2nd Year	94	97.91	201,719	98.08	9,321	4.53	4.62
Spanish - 3rd Year	84	87.50	180,364	87.70	2,484	1.21	1.38
Spanish - 4th Year	71	73.95	150,523	73.19	982	0.48	0.65
Spanish - 5th Year	14	14.58	31,831	15.48	88	0.04	0.28
Spanish, Advanced/Other	21	21.87	44,650	21.71	995	0.48	2.23
General Foreign Language/Other	3	3.12	7,436	3.62	154	0.07	2.07
Exploratory Course, Languages	2	2.08	4,176	2.03	51	0.02	1.22

APPENDIX C-6
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77
ENROLLMENT 2600 AND ABOVE

COURSE TITLE	HIGH SCHOOLS OFFERING COURSE		ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT		
	TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLLMENT
FOREIGN LANGUAGES	48	100.00	155,451	100.00	41,426	26.65	26.65
Latin - 1st Year	26	54.16	84,284	54.22	784	0.50	0.93
Latin - 2nd Year	27	56.25	88,039	56.63	624	0.40	0.71
Latin - 3rd Year	16	33.33	53,094	34.15	273	0.18	0.51
Latin - 4th Year	11	22.91	36,560	23.52	69	0.04	0.19
Latin, Independent Study/Other	3	6.25	9,358	6.02	8	0.01	0.09
Czech - 1st Year	2	4.16	6,586	4.24	24	0.02	0.36
Czech - 2nd Year	2	4.16	6,586	4.24	22	0.01	0.33
Czech - 3rd Year	1	2.08	3,583	2.30	1	0.00	0.03
English as 2nd Language - Grade 8	1	2.08	3,583	2.30	6	0.00	0.17
English as 2nd Language - 1st Year	19	39.58	63,658	40.95	387	0.25	0.61
English as 2nd Language - 2nd Year	11	22.91	36,618	23.56	156	0.10	0.43
English as 2nd Language - 3rd Year	5	10.41	18,152	11.68	53	0.03	0.29
French - 1st Year	47	97.91	151,325	97.35	3,540	2.28	2.34
French - 2nd Year	46	95.83	148,699	95.66	3,476	2.24	2.34
French - 3rd Year	44	91.66	142,311	91.55	1,635	1.05	1.15
French - 4th Year	36	75.00	115,930	74.58	788	0.51	0.68
French - 5th Year	7	14.58	23,055	14.83	122	0.08	0.53
French, Advanced/Other	9	18.75	28,193	18.14	131	0.08	0.46
German - Grade 7	1	2.08	3,923	2.52	44	0.03	1.12
German - Grade 8	1	2.08	3,923	2.52	42	0.03	1.07
German - 1st Year	41	85.41	132,763	85.41	2,189	1.41	1.65
German - 2nd Year	41	85.41	132,763	85.41	2,001	1.29	1.51
German - 3rd Year	37	77.08	120,999	77.84	741	0.48	0.61
German - 4th Year	31	64.58	100,450	64.62	411	0.26	0.41
German - 5th Year	4	8.33	11,992	7.71	23	0.01	0.19
German, Advanced Placement/Other	6	12.50	18,364	11.81	181	0.12	0.99
Greek, Modern/Classical - 2nd Year	1	2.08	3,526	2.27	5	0.00	0.14
Hebrew, Modern/Classic - 1st Year	1	2.08	4,407	2.83	25	0.02	0.57
Hebrew, Modern/Classic - 2nd Year	1	2.08	4,407	2.83	33	0.02	0.75
Hebrew, Modern/Classic - 3rd Year	2	4.16	7,823	5.03	30	0.02	0.38
Hebrew, Modern/Classic - 4th Year	2	4.16	7,823	5.03	10	0.01	0.13

APPENDIX C-6 (CONT'D)
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77
ENROLLMENT 2600 AND ABOVE (CONT'D)

COURSE TITLE	HIGH SCHOOLS OFFERING COURSE		ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT		
	TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLLMENT
Italian - 1st Year	9	18.75	30,839	19.84	553	0.36	1.79
Italian - 2nd Year	7	14.58	23,622	15.20	283	0.18	1.20
Italian - 3rd Year	6	12.50	20,619	13.26	97	0.06	0.47
Italian - 4th Year	2	4.16	7,369	4.74	17	0.01	0.23
Italian Language & Culture	1	2.08	4,001	2.57	19	0.01	0.47
Polish - 1st Year	2	4.16	8,822	5.68	83	0.05	0.94
Polish - 2nd Year	2	4.16	8,822	5.68	34	0.02	0.39
Polish - 3rd Year	2	4.16	8,822	5.68	22	0.01	0.25
Polish - 4th Year	1	2.08	3,953	2.54	1	0.00	0.03
Russian - 1st Year	6	12.50	21,370	13.75	140	0.09	0.66
Russian - 2nd Year	7	14.58	24,906	16.02	127	0.08	0.51
Russian - 3rd Year	6	12.50	20,499	13.19	79	0.05	0.39
Russian - 4th Year	5	10.41	15,630	10.05	65	0.04	0.42
Spanish - 1st Year	48	100.00	155,451	100.00	11,068	7.12	7.12
Spanish - 2nd Year	48	100.00	155,451	100.00	7,150	4.60	4.60
Spanish - 3rd Year	44	91.66	140,783	90.56	1,831	1.18	1.30
Spanish - 4th Year	36	75.00	116,742	75.10	719	0.46	0.62
Spanish - 5th Year	4	8.33	13,163	8.47	41	0.03	0.31
Spanish, Advanced/Other	13	27.08	39,650	25.51	906	0.58	2.28
General Foreign Language/Other	4	8.33	14,088	9.06	255	0.16	1.81
Exploratory Course, Languages	1	2.08	4,407	2.83	101	0.06	2.29
Ukrainian - 1st Year	1	2.08	3,092	1.99	1	0.00	0.03

APPENDIX D-1
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77
ENROLLMENT LESS THAN 200

COURSE TITLE	JR. HIGH SCHOOLS OFFERING COURSES		ENROLLMENT OF SCHOOLS OFFERING COURSES		COURSE ENROLLMENT		
	TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLLMENT
FOREIGN LANGUAGES	8	9.63	1,258	11.17	514	4.56	40.86
French - Grade 7	3	3.61	491	4.36	107	0.95	21.79
French - Grade 8	4	4.81	601	5.34	68	0.60	11.31
German - 1st Year	1	1.20	186	1.65	15	0.13	8.06
Spanish - Grade 7	2	2.40	365	3.24	98	0.87	26.85
Spanish - Grade 8	4	4.81	647	5.74	226	2.01	34.93

APPENDIX D-2
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77
ENROLLMENT 200-499

COURSE TITLE	JR. HIGH SCHOOLS OFFERING COURSE		ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT		
	TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLLMENT
FOREIGN LANGUAGES	72	37.11	25,204	38.76	10,235	15.74	40.61
Latin - Grade 7	1	0.51	380	0.58	30	0.05	7.89
Latin - Grade 8	2	1.03	814	1.25	42	0.06	5.16
Latin - 1st Year	1	0.51	397	0.61	4	0.01	1.01
English as 2nd Language - Grade 7	4	2.06	1,062	1.63	21	0.03	1.98
English as 2nd Language - Grade 8	3	1.54	973	1.50	6	0.01	0.62
French - Grade 7	24	12.37	8,326	12.80	1,284	1.97	15.42
French - Grade 8	34	17.52	11,932	18.35	1,819	2.80	15.24
French - 1st Year	3	1.54	1,437	2.21	57	0.09	3.97
French - 2nd Year	1	0.51	477	0.73	2	0.00	0.42
German - Grade 7	7	3.60	2,342	3.60	585	0.90	24.98
German - Grade 8	8	4.12	2,753	4.23	520	0.80	18.89
German - 1st Year	2	1.03	956	1.47	46	0.07	4.81
Spanish - Grade 7	38	19.58	13,043	20.06	2,803	4.31	21.49
Spanish - Grade 8	42	21.64	14,665	22.55	2,602	4.00	17.74
Spanish - 1st Year	6	3.09	2,789	4.29	222	0.34	7.96
Spanish - 2nd Year	2	1.03	920	1.41	82	0.13	8.91
Spanish, Advanced/Other	1	0.51	280	0.43	50	0.08	17.86
Exploratory Course, Languages	2	1.03	556	0.86	60	0.09	10.79

APPENDIX D-3
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77
ENROLLMENT 500-999

COURSE TITLE	JR. HIGH SCHOOLS OFFERING COURSE		ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT		
	TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLLMENT
FOREIGN LANGUAGES	108	64.67	75,425	66.23	26,394	23.18	34.99
Latin - Grade 7	4	2.39	2,435	2.14	91	0.08	3.74
Latin - Grade 8	4	2.39	2,435	2.14	85	0.07	3.49
Latin - 1st Year	14	8.38	11,085	9.73	246	0.22	2.22
English as 2nd Language - Grade 7	10	5.98	7,278	6.39	209	0.18	2.87
English as 2nd Language - Grade 8	10	5.98	7,086	6.22	145	0.13	2.05
English as 2nd Language - 1st Year	3	1.79	2,398	2.11	17	0.01	0.71
French - Grade 7	41	24.55	28,373	24.92	3,009	2.64	10.61
French - Grade 8	50	29.94	34,549	30.34	3,157	2.77	9.14
French - 1st Year	28	16.76	21,541	18.92	702	0.62	3.26
French - 2nd Year	8	4.79	6,135	5.39	241	0.21	3.93
French, Advanced/Other	2	1.19	1,447	1.27	66	0.06	4.56
German - Grade 7	11	6.58	8,078	7.09	511	0.45	6.33
German - Grade 8	13	7.78	9,492	8.34	502	0.44	5.29
German - 1st Year	20	11.97	15,416	13.54	483	0.42	3.13
German - 2nd Year	3	1.79	2,379	2.09	54	0.05	2.27
Russian - 1st Year	1	0.59	646	0.57	13	0.01	2.01
Spanish - Grade 7	63	37.72	42,709	37.50	6,234	5.47	14.60
Spanish - Grade 8	64	38.32	43,041	37.80	5,142	4.52	11.95
Spanish - 1st Year	33	19.76	25,543	22.43	1,842	1.62	7.21
Spanish - 2nd Year	9	5.38	6,685	5.87	384	0.34	5.74
Spanish, Advanced/Other	2	1.19	1,447	1.27	134	0.12	9.26
General Foreign Language/Other	2	1.19	1,488	1.31	429	0.38	28.83
Exploratory Course, Languages	9	5.38	5,752	5.05	2,698	2.37	46.91

APPENDIX D-4
CENSUS OF SECONDARY SCHOOL COURSE OFFERINGS, 1976-77
ENROLLMENT 1000 AND ABOVE

COURSE TITLE	JR. HIGH SCHOOLS OFFERING COURSE		ENROLLMENT OF SCHOOLS OFFERING COURSE		COURSE ENROLLMENT		
	TOTAL NUMBER	% OF STATE TOTAL	TOTAL NUMBER	% OF STATE ENROLLMENT	TOTAL NUMBER	% OF STATE ENROLLMENT	% OF SCHS ENROLLMENT
FOREIGN LANGUAGES	12	80.00	13,614	79.79	2,636	15.45	19.36
Latin - Grade 8	1	6.66	1,047	6.14	12	0.07	1.15
Latin - 1st Year	2	13.33	2,145	12.57	22	0.13	1.03
Latin - 2nd Year	1	6.66	1,047	6.14	3	0.02	0.29
English as 2nd Language - Grade 7	2	13.33	2,103	12.32	23	0.13	1.09
English as 2nd Language - Grade 8	2	13.33	2,103	12.32	27	0.16	1.28
English as 2nd Language - 1st Year	2	13.33	2,103	12.32	13	0.08	0.62
French - Grade 7	1	6.66	1,216	7.13	75	0.44	6.17
French - Grade 8	3	20.00	3,539	20.74	100	0.59	2.83
French - 1st Year	4	26.66	4,217	24.71	125	0.73	2.96
French - 2nd Year	2	13.33	2,145	12.57	5	0.03	0.23
German - Grade 8	2	13.33	2,087	12.23	99	0.58	4.74
German - 1st Year	5	33.33	5,222	30.60	92	0.54	1.76
German - 2nd Year	1	6.66	1,047	6.14	45	0.26	4.30
Spanish - Grade 7	3	20.00	3,426	20.08	731	4.28	21.34
Spanish - Grade 8	6	40.00	7,020	41.14	542	3.18	7.72
Spanish - 1st Year	7	46.66	7,641	44.78	525	3.08	6.87
Spanish - 2nd Year	1	6.66	1,047	6.14	67	0.39	6.40
General Foreign Language/Other	1	6.66	1,271	7.45	130	0.76	10.23

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